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ABSTRACT

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines four courses in the area of food and nutrition. The four units cover many of the same topics with increasing complexity as the student progresses from the seventh grade introduction to the high school level. The major concepts include the following: (1) the relation of nutrition to health and appearance; (2) food preparation; (3) a well-balanced diet; (4) table manners; (5) table settings; (6) consumer purchasing of food; (7) influences on eating habits; (8) family meals, the choice of food, nutritional needs, budget, and preparation; and (9) job opportunities in the food service industry. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources and supporting generalizations. Units 1 and 2, which are to be used in the seventh and eighth grades, each require a four-week period for completion while the comprehensive level units need five to seven weeks each. A separate publication (CE 017 503) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

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KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Food & Nutrition

CURRICULUM GUIDE COMPREHENSIVE COURSES

Prepared by
Murray State University
College of Applied Science and Technology
Home Economics Department
Murray, Kentucky

In Cooperation with
Kentucky Department of Education
Bureau of Vocational Education
Home Economics Unit
Frankfort, Kentucky

CE 017 504

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FOOD AND NUTRITION AREA

Comprehensive Courses

of the

Curriculum Guide

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June, 1971

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INTRODUCTION

The primary purpose of the resource unit is to provide a wide variety of activities and learning experiences for the student to deepen his knowledge and understanding of concepts presented.

The resource unit is a suggested guide from which the individual teacher has the responsibility to add and delete concepts, experiences, and resource materials to better fit the needs of the students, available resources, and time available in her particular situation.

Recent reports about hunger and malnutrition have focused renewed attention on the need for the inclusion of nutrition in the home economics curriculum. Nutrition education is needed to help each individual develop or modify his food habits so as to satisfy his changing requirements for adequate nutrition at each stage of his life cycle. Therefore nutrition has been integrated throughout the experiences in the unit rather than presented as isolated concepts.

Experiences have been selected to stimulate the student's interest and curiosity concerning the "whys" as well as the "hows" in the study of food. Research studies in education have verified the need for continued application of nutrition concepts.

Opportunities are provided throughout the unit for students to apply management skills in a practical way through problems in food purchase, storage, and preparation.

Several factors were considered in the planning of the Comprehensive II resource unit in food and nutrition. It was assumed that the students would have a background of knowledge in food selection, preparation, and service as well as basic nutrition facts on which to base further educational experiences in the study of food.

The unit was designed to provide opportunities to adjust and apply management principles to new situations of family meals. Part of this responsibility will entail planning, preparing, and serving family meals, thus providing the student with an opportunity to make decisions on the basis of applied nutrition.

Many of the foods and customs of the United States have been introduced from other countries, thus the guide stresses expanding the awareness of the students for foods of different origins as well as encouraging them to try new foods from other countries. This concept may be pursued in the semester course instead of at this level.

The guide has provided experiences to explore the nature and composition of food, the importance of food during the different life cycles, and the management of food resources in planning and preparing family meals.

Exploring the job opportunities available in food service for both men and women is included in the unit. More than 150,000 openings a year are expected in the restaurant industry throughout the 1970's. All the new equipment and ready-to-serve foods will not ease the industry's need for new talent. Again, depending upon the school, this concept may be pursued in junior high or in the semester course.

CONCEPTUAL STRUCTURE

FOOD AND NUTRITION AREA

Major Concepts for Area	Major Concepts for Unit				
	7th Grade	8th Grade	Comprehensive I	Comprehensive II	Special Interest
Significance of Food to Family Life			Influences on eating habits	Influence of family food patterns and customs upon food choices	Cultural influences upon family food patterns
	Relationship of snack habits to health and appearance	Application of the Basic Four Food Groups in well balanced meals	Importance of nutrition to one's appearance and health	Relationship of nutritional facts to meal planning and meeting changing food needs of family members	Psychological, physiological, and sociological aspects of food
		Importance of helping with family meals			
	Introduction to simple table service and table manners	Advantages of using correct techniques of table service and table manners	Social influence of food as a means of developing social etiquette		
Nature of Food Used by the Family				Relationships of food pattern to family food budget	
Provision of Food for the Family			Consumer techniques in selection and purchase of food	Consumer food marketing practices	Government regulations and protection
					Food purchasing and storage
	Introducing techniques of food preparation	Factors influencing food preparation	Management techniques in food preparation	Planning, preparing, and serving nutritious family meals	Management of food for family meals and for special occasions
			Principles of food preparation		Techniques of food preservation in the home
Occupational Opportunities Related to Food and Nutrition				Job entry opportunities in food	Career opportunities in food occupations

SUGGESTED LEVELS OF LEARNINGS FOR TEACHING FOODS

Food	7th Grade	8th Grade	Comprehensive I	Comprehensive II
Beverages	Milk or Fruit	Chocolate Beverages Milk or fruit beverages Vegetable juices using convenience mixes	Tea Coffee Party Punch	
Cereal and Pasta	Ready to serve with variations e.g. fruit (fresh or canned)	Variety of instant cooked cereal Convenience macaroni and spaghetti rice dishes	Cooked cereals Spaghetti and macaroni	
Cookies	Uncooked	Drop	Bar Prepared Mixes Uncooked	Rolled, Filled, Pressed and Shaped, Refrigerator, Foreign
Cakes	Ready-mix Cup cakes	Ready-mix and variations	Gingerbread	Butter cakes Sponge
Desserts	Cereal Candy or Cookies	Pudding mix and variations	Pudding (milk) Custard	Custard variations Gelatin, whipped and molded
Fruits	Fresh Fruit	Creative ways with canned fruits Preparation of citrus fruits	Preparation of citrus Fruit salads, crisp, baked, dried, sauce, cobblers, plate	Banana pudding Fritters Saute Filled fruit Fruit decorations Melon Bavarian cream
Pastry			Crumb crust	Fruit pies One-crust cream
Meat, Fish, Poultry, Cheese and Eggs	Dips and Nibbles Hard cooked eggs Tuna	Convenience casseroles soups chili Pig-in-a-blanket	Casseroles with Bacon Ground meat Eggs, scrambled, poached, Chicken pieces Baking-such as meat loaf	Braised Pan fried chicken Stew Broiled fish and steak Pot roast One-dish meals Meat pies Whole fryer Omelets
Quick Breads	Toast Toast variations	Variations with canned biscuits Muffin mix	Muffins Mixes Biscuits and variations Pancakes Cornbread	Popovers Fruitbreads Steamed breads Pasta
Yeast Rolls and Bread			Mixes, Frozen Dinner Rolls	Yeast batters
Salads	Finger relishes	Plain congealed salad	Combination Cole slaw Simple fruit (congealed or fresh)	Congealed Meat Salads Vegetable
Salad Dressing			Prepared and variations	Thousand Island French Dry mixes Sweet dressing

SUGGESTED LEVELS OF LEARNINGS FOR TEACHING FOODS (cont'd.)

Sauces and Gravies			Cream sauce and use of prepared sauces	Fruit sauces Gravy
Sandwiches	Dips and "nibbles" Toasted cheese Party sandwiches		Hamburgers and variations	Hearty sandwiches fillings of meat, fish, fowl, cheese, nuts, fruit Sandwich meals
Sugar cookery	Frosting mix	Uncooked candies cereal candy	Caramel apples Condensed milk recipes	Fudge Fondant Butter cream frosting Boiled frosting Divinity Mints Peanut brittle
Vegetables	Raw Simple vegetable snacks	Canned vegetables	Garnishes	Broiled Steamed Stuffed Glazed Deep fried Casseroles
Preservation				Freezing fruit, vegetables and meat Jam and jellies Frozen meals, convenience foods, baked products and prepared dishes

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TITLE OF UNIT: FOOD FOR FUN - 7TH GRADE

SUGGESTED TIME: 4 weeks

MAJOR CONCEPTS FOR UNIT:

Relationship of snack habits to health and appearance
Introduction to simple table service and table manners
Introducing techniques of food preparation

BEHAVIORAL OBJECTIVE FOR UNIT:

The student will -interpret the significance of the Basic Four Food Groups and snacks to one's health.
-identify basic tools and techniques in food preparation and service.
-understand factors influencing the preparation and serving of snacks.

UNIT GENERALIZATIONS:

Snacks wisely chosen can contribute to the daily nutritional needs of the teen-ager.

The understanding of the use and care of equipment as well as laboratory techniques aids one in the preparation of food.

Factors that affect the preparation and service of snacks include: understanding cookery terms, measuring accurately, applying basic principles of cookery, and table service.

CONCEPTUAL OUTLINE FOR UNIT – FOOD AND NUTRITION

(7th Grade Level)

Page

I. Relationship of snack habits to health and appearance 3

A. Significance of snacks to one's health
B. Selection of snacks to complement daily diet

II. Introduction to simple table service and table manners 7

A. Orientation to the kitchen
B. Group work technique in food preparation and service

III. Introducing techniques of food preparation 12

A. Simple principles of cookery
B. Methods of service

7TH GRADE

MAJOR CONCEPT FOR UNIT: I. Relationship of snack habits to health and appearance

SUPPORTING CONCEPTS: A. Significance of snacks to one's health
B. Selection of snacks to complement the daily diet

BEHAVIORAL OBJECTIVE FOR UNIT: Interpret the significance of the Basic Four Food Groups and snacks to one's health.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -classify snack foods according to Basic Four Food Group.
-identify ways snacks help meet daily food needs.
-develop guidelines for selecting between meal snacks.

GENERALIZATION: Snacks wisely chosen can contribute to the daily nutritional needs of the teen-ager.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Display some snack foods such as soft drinks, ice cream, candy, cake, milk, cheese, peanuts, apples, cheeseburgers, carrots, cookies, etc.	Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 7.
	OR	
	Display poster "Your Snacks -- Chance or Choice."	National Dairy Council.
The utilization of the Basic Four in snacks selection will result in a more adequate diet.	Identify snack foods in milk, meat, fruit and vegetable, and bread and cereal groups.	
	Survey among teen-agers their snack habits. Use tape recorder.	
	Opinionnaire – "Which snacks do you choose?" Include list of foods from display and have students check often eaten, seldom eaten, never eaten.	

7th Grade - I. Relationship of snack habits to health and appearance

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Compile information and share with class. Summarize general snack food habits of class.	
	View a filmstrip on nutrition.	Filmstrip – "How Food Becomes You," National Dairy Council, or "How Food Affects You," Photo Lab.
Nutritious meals and snacks promote desirable growth.	Summarize information from film on relationship of nutrition to appearance.	
	Read references on snack foods for teen-agers.	Cronan and Atwood, First Foods, Ch. 1.
		McWilliams and Davis, Food for You, Ch. 10.
		Spitze and Rotz, We Are What We Eat.
		Your Guide to Good Eating and How to Use It, National Dairy Council.
	OR	
	View filmstrip on snack foods.	Filmstrip – "Winning Combination," Swift and Company, or "Mix and Match," Evaporated Milk Association.
	Identify ways to complement the diet using snack foods.	
Well chosen snacks can contribute to the daily nturitional needs of the teen-ager.	Develop bulletin board "Promote Beauty – Through Snacks." (on one side, have picture of a pretty girl. On the other side have snack foods that contribute to one's appearance.)	
	Discuss relationship of snack selection to appearance.	Mr. Peanut's Guide to Nutrition, Standard Brands Educational Service.
	Discuss food value of some of the snacks. (Use food comparison cards.)	National Dairy Council.

	Develop guidelines for selecting between meal snacks. Examples: the other food you eat during the day, the time of day you eat the snack.	Davis and Peeler, Lessons in Living, Topic 3, Lesson 5.
Principles of decision making can be applied to choosing food for daily meals and snacks.	Select a daily menu and select snacks to complement the diet of a teen-ager. Relate selection of snacks to bodily health and individual's social and psychological well-being.	Meals and Snacks to Match Your Mood, National Dairy Council. An Album of Snacktime Hits, National Dairy Council.
Adequate nutrition can be attained with many, many combinations of foods.	Examine snack foods and menu for a day and see if nutritional needs are adequate. Play "Menu Rummy."	Institute of Agriculture, University of Minnesota.
	Summarize relationship of snack selection to teen-ager's diet.	
Being a well-informed teen-ager about nutritious snacks will influence interest in the selection of snack foods.	Identify the need for more knowledge in selecting snacks. Examples: –We are becoming a nation of "snackers." –Some people eat snacks in place of a well-balanced meal.	
	(AT) –Report on current magazine article about snacks in today's society.	Current magazines.
	Group work: Review nutrition facts. Select pictures of snacks from magazines. Identify the food group in which the snack belongs and state number of servings needed from that group.	

7TH GRADE

MAJOR CONCEPT FOR UNIT: II. Introduction to simple table service and table manners

SUPPORTING CONCEPTS: A. Orientation to the kitchen
B. Group work technique in the food preparation and service.

BEHAVIORAL OBJECTIVE FOR UNIT: Identify basic tools and techniques in food preparation and service.

SPECIFIC PERFORMANCE OUTCOMES:

The student will -use and care for major appliances correctly.
-identify the use and care of small equipment.
-summarize the characteristics of a cooperative group member.
-list safety practices to be used in food preparation.
-practice principles of cleanliness in food preparation.
-practice storing equipment in the proper location.

GENERALIZATION: The understanding of the use and care of equipment as well as laboratory techniques aids one in the preparation of food.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Bulletin Board – "If a Range Could Talk." (use a large drawing of major appliances and add sayings concerning use and care.) Point out ideas presented on use and care.	
	Tour of the foods laboratory to identify room arrangement, location of equipment and supplies.	
Familiarity with the facilities used in the preparation of foods results in less confusion and greater satisfaction.	Read information on the operation of large equipment.	Pollard, Experiences With Food, Ch. 8. Barclay and Champion, Teen Guide to Homemaking, Part II. Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 4.
	Demonstration by the teacher or utilities resource person on the use and care of major appliances.	

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7th Grade - II. Introduction to simple table service and table manners

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Buzz groups: the effect of the appropriate care and use of major appliances on life of the appliance.	
	Develop guidelines about care and use of major appliances. Example: Always read the use and care instructions.	Davis and Peeler, Lessons in Living, Topic 2, Lesson 3.
Knowledge of the use and care of small equipment and utensils aids in the preparation of food.	Display small equipment and utensils.	Pollard, Experiences with Food, Ch. 8.
	Read reference on correct use and care of small equipment.	
	Discuss use and care of utensils and small equipment.	Barclay and Champion, Teen Guide to Homemaking, Part II.
Practice develops skill in the use and care of small equipment and utensils.	Develop a checklist on the use and care of small equipment and utensils.	Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 4.
	Play "What is it?" Give name and use of utensil or tool.	
	Teacher prepare snacks or simple foods to show proper use of utensil (as paring knife, can opener, etc.) and small electric appliances.	
	(EE) –Plan a meal or snack using a minimum of utensils and small equipment. Share experience with class.	
Cooperation within the group aids in carrying out responsibilities.	Read references on qualities and personal characteristics of desirable group workers.	Barclay and Champion, Teen Guide to Homemaking, Unit II.
		Davis and Peeler, Lessons in Living, Topic 3, Lesson 6.

Responsibilities may be shared in the preparation of food.	List reasons for cooperation in the preparation. Give examples of responsibilities that may be shared.	Pollard, Experiences With Foods, Ch. 8.
Laboratory experiences will be effective and satisfying if each member cooperates with the group.	Socio-drama illustrating good and poor laboratory group cooperation. Buzz groups discuss desirable qualities found in group members.	
	View filmstrip or film on safety practices and discuss.	Filmstrip – "Safety in the Kitchen," McGraw-Hill.
	Arrange poster on do's and don'ts of kitchen safety.	
	Read reference on safety practices to use in the foods laboratory.	Barclay and Champion, Teen Guide to Homemaking, Unit II.
When correct safety precautions are practiced, accidents may be avoided.	Make a list of preventive measures to avoid accidents. Examples: –wipe up spills –use a dry pot-holder	Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 4.
	Develop cartoons depicting kitchen safety. Share with class. OR Write jingles for safety slogans.	Pollard, Experiences With Food, Ch. 8.
Home accidents can be reduced if family members are aware of possible kitchen hazards.	Have a series of demonstrations showing safe ways to pare potatoes, use can opener, remove lid from pan of boiling water.	
	Determine the various uses for the fire extinguisher, fire blanket, soda.	
	Develop a checklist for a safe home.	
	Demonstrate safe clothing to wear in the kitchen.	
	(EE) – Interpret safety practices to parents.	
Personal cleanliness and sanitary habits when working with food are extremely important for good health.	List sanitary practices to be followed in the foods lab and in the kitchen at home.	McDermott and Nicholas, Homemaking for Teen-Agers, Book I, Ch. 8.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Examples: wash hands before beginning work, don't lick the cooking spoon.	Cronan and Atwood, First Foods, Ch. 2.
	Discuss how following certain practices is being considerate of the health of other people.	
	Invite resource person to speak on sanitary practices used in food services.	School cafeteria manager.
Keeping the laboratory neat and clean is everyone's responsibility.	List routine jobs that need to be done after each foods lab. Examples: dishes to be washed, range cleaned, floor swept.	
	View filmstrip on washing dishes. Discuss important points to observe.	Filmstrip -"How to Save 30 Minutes a Day," Rubbermaid.
	Read references on washing dishes. Divide into teams and list points to remember when washing dishes. First team finished with best list receives a reward.	The Dishwashing Book, Calgon. Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 26.
	Develop a plan for sharing or rotating tasks in the kitchen.	Davis and Peeler, Lessons in Living, Topic 2, Lesson 6.
	Establish a "cleaning code" to follow in keeping things clean.	Clayton, Nanabe, Young Living, Ch. 5.
Time and energy will be saved while working in thelaboratory if equipment is returned to its proper storage place.	Examine storage of kitchen equipment.	
	Demonstrate locating small tools needed for preparation of foods. Examples: measuring spoons, measuring cups, cookie sheet.	

Scramble equipment in kitchens. Return equipment to proper place.

(EE) –Develop a plan to check storage of small equipment at home.

7TH GRADE

MAJOR CONCEPT FOR UNIT: III. Introducing techniques of food preparation

SUPPORTING CONCEPTS: A. Simple principles of cookery
B. Methods of service

BEHAVIORAL OBJECTIVE FOR UNIT: Understand factors influencing the preparation and serving of snacks.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -explain basic principle of cookery in the preparation of snacks.
-select suitable methods of service for a snack.

GENERALIZATION: Factors that affect the preparation of snacks include understanding cookery terms, measuring accurately, applying basic principles of cookery and table service.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
An understanding of cooking terms used in recipes contributes to the success of food preparation.	Brainstorm and make a list of familiar cooking terms. Discuss the meanings of terms listed. Check references for additional terms and meanings and add to list.	
	Survey cookbooks and collect snack recipes for individual use in snack preparation.	Betty Crocker Cookbook. Meals and Snacks to Match Your Mood, National Dairy Council.
	Discuss meaning of terms used in snack recipes.	Cronan and Atwood, Foods in Homemaking, Ch. 3.
	Read reference to clarify meaning of terms found in recipes, such as: chill, chop, combine	Medved, The World of Food, Ch. 4. Barclay and Champion, Teen Guide to Homemaking, Part II.

	Identify measuring utensils and their use.	Cronan and Atwood, First Foods, Ch. 2,5.
A listed recipe and standard measuring utensils have an effect upon the finished product.	Demonstrate methods used in measuring basic ingredients found in snack recipes. Examples: dry ingredients, wet ingredients.	
A recipe is a guide for preparing food which tells these things: the ingredients and the amount of each, directions for combining the ingredients, directions and time for cooking, the number of servings the recipe makes.	Discuss value of a recipe. Brainstorm what can happen without a recipe.	Davis and Peeler, Lessons in Living, Topic 2, Lesson 1.
	Role-play: Follow the steps given in a chosen recipe. Point out why results are predictable if a recipe is followed.	
	List information a correct recipe will include.	Davis and Peeler, Lessons in Living, Topic 2, Lesson 1.
Milk and fruit beverages are applicable for most types of snacks.	Preparation of easy to prepare milk and fruit beverages. Examples: chocolate milk, orange juice, banana shake.	Medved, The World of Food, Ch. 19.
	List favorite beverages. Explain one's choice of beverage for a snack.	McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 11.
	Prepare bulletin board to illustrate various kinds of beverages.	
Milk is an excellent source of many nutrients, including protein and calcium, which are essential to growth.	Identify effect of milk and other liquids on the diet of the teen-ager.	
	Determine the nutritive value of various beverages listed.	
	Plan menus for snacks to include desirable beverages.	
	Study recipes of various cold beverages for method of incorporating air.	Cronan and Atwood, Foods in Homemaking, Resource File.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss methods of incorporating air.	
Use of different preparation techniques are essential in the preparation of beverages.	Differentiate between preparation of cold milk beverage and cold fruit beverage. Prepare cold fruit and milk beverages.	
	"Tasting Party" of different beverages. Example: orange juice, various forms – fresh, frozen, canned, or orange powdered drink.	
	Interest approach: Display a variety of cereal boxes.	
Some cereals are enriched and contain more nutritive value than those that are not enriched.	Examine the boxes and compare labels for cost, nutritive value, addition of sugar and flavorings, type of package, and contents other than cereal contained in the box.	Davis and Peeler, Lessons in Living, Topic 4, Lesson 5.
The package often adds to the cost of a cereal.		
The addition of fresh or frozen fruits, milk, or wheat germ will add to the nutritive value of a breakfast cereal.	Sample cereals and determine if the cereals could be enhanced with the addition of fresh or frozen fruit, wheat germ, milk, or sugar.	
	Cite the nutritive value that would be added by the foods.	
	Explore cookbook to find easy-to-prepare desserts.	
	Demonstrate simple non-cooked and cooked cereal, candy, and/or cookies. Sample products.	
Desserts have nutritive value and contribute to the enjoyment of snacks.	Discuss contribution of dessert to total diet.	Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 6.
	Develop a bulletin board, "Desserts for all Seasons." (Use a Zodiac for background, use different dessert examples for each month.)	

	(EE) –Create ways for variety of a basic cookie recipe. (Could use slice-and-bake cookies.)	
	OR	
	Use basic cereal candy recipe and create new versions.	
	Popcorn session: kinds of sandwiches.	Cronan and Atwood, Foods in Homemaking, Resource File.
Sandwiches can contribute to the total diet of the teen-ager by adding caloric count and nutritive value.	Collect pictures of various kinds of sandwiches and identify type of service indicated. Share collection with class members.	
	OR	
	View filmstrip for ideas on preparation of various kinds of sandwiches. Identify nutritive value of various sandwich fillings.	Filmstrip – "Sandwiches Please," North Dakota State Wheat Commission.
	Read reference and identify nutritive value of various sandwich fillings.	Pollard, Experiences with Foods, Ch. 12.
	Select bread and filling according to occasion, service, and nutritive value for a teen-ager's snack.	Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 9.
	Preparation of sandwiches; include cheese, egg, simple meats.	
One can be creative in the shaping of sandwiches as well as in the selection and preparation of the sandwich fillings.	Select and create various shapes for sandwiches prepares.	
	Explain storage and packaging of sandwiches.	
The selection of the kind of sandwich affects the type of service of the snack.	(EE) –Select sandwiches for buffet using no silverware, with silverware, as a whole meal and as an outdoor party. Explain selection by writing paragraph indicating service for various snack sandwiches.	

7th Grade - III. Introducing techniques of food preparation

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Read reference on contribution of raw fruits and vegetables to the teen-ager's diet.	Pollard, Experiences with Food, Ch. 3.
Raw fruits and vegetables are included in snacks because of their nutritive value.	Study snack menus for vegetables and fruits included. Identify other fruits aand vegetables which could be incorporated into snacks.	Pollard, Laitem, and Miller, Experiences in Homemaking. Barclay and Champion, Teen Guide to Homemaking.
	OR	
	View filmstrip on preparation of raw vegetables and fruit.	Filmstrip -- "Song of the Salad," H.J. Heinz Company.
Raw fruits and vegetables which are well chilled, crisp, colorful, and simple in arrangement result in an appetizing snack.	Demonstrate method of preparing fruits and vegetables. Include methods of crisping.	
	Buzz groups: Discuss and summarize key points of demonstration.	
	Prepare and serve raw fruits and vegetable snacks. Try some which are new to class, such as raw cauliflower.	
Eggs can be used interchangeably with meat in the diet to supply protein.	Read reference on nutritive value of protein, egg cookery, and meat cookery.	Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 8.
Eggs are classified as protein foods and as such require cooking at a low temperature.	Brainstorm all the ways eggs can be prepared. Examples: deviled eggs, egg salad, etc.	
	Identify importance of eggs, cheese, and meats in a nutritious snack.	

	Explain nutritive value and importance in diet and caloric count of various protein foods, such as eggs and cheese.	Pollard, Experiences in Homemaking, Ch. 6.
	Identify the qualities of a fresh egg.	Barclay and Champion, Teen Guide to Homemaking, Ch. 4.
Eggs should be cooked at low termperatures just long enough to coagulate or "set" the white to produce a tender egg dish, rich in flavor.	Demonstrate simmering and boiling eggs. Explain tenderness of egg white cooked at low and high temperature.	Cronan and Atwood, Foods in Homemaking, Ch. 6. Pollard, Experiences in Homemaking, Ch. 5.
	Determine effect of heat on egg cookery.	
	View filmstrip on egg cookery. Discuss.	Filmstrip - "Egg Basics," Poultry and Egg National Board.
	OR	
	Read reference on cooking principles for further information.	Cronan and Atwood, First Foods, Ch. 9.
	Prepare eggs using principles of egg cookery-hard and soft cooked egg, scrambled egg on toast, creamed eggs, deviled eggs.	
	Tasting Laboratory: Sample different egg dishes for a snack meal.	
	Demonstration: Making toast and creative ways to serve, using the oven, toaster, broiler, sandwich grill. Note: May be served with egg dishes in Tasting Lab.	
	Read reference on service of snacks.	Cronan and Atwood, Foods in Homemaking, Ch. 11.
	Buzz group for new ways of serving various snack food.	
Planning carefully in advance for foods to be eaten and for service aids in the success of the occasion.	Plan menu for buffet service of snacks, TV trays, finger service, no silverware, outdoor buffet.	
Snack foods are served several different ways, according to the occasion and the method of preparation.	Match types of service with snack menus developed by class. Note how many different ways one snack menu could be served. Discuss the relationship of food to service selected.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Prepare snack of one's choice. Serve correctly. Review learnings used in snack preparation. Evaluate learnings through unit tests or other types of evaluation.	

8TH GRADE

TITLE OF UNIT: FOOD FOR TEEN-AGERS

SUGGESTED TIME: 4 weeks

MAJOR CONCEPTS FOR UNIT:

Application of the Basic Four Food Groups in well balanced meals
Importance of helping with family meals
Advantages of using correct techniques of table service and table manners
Factors influencing food preparation

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will -interpret the significance of the Basic Four Food Groups in a well balanced diet.
-explore personal benefits and contribution of assisting in food preparation at home.
-demonstrate using correct table setting and table manners.
-apply principles of cookery to creative preparation of convenience foods as well as food products.

UNIT GENERALIZATIONS:

The Basic Four is a guide in planning well-balanced diets.

Both current and future benefits may be received through the teen-ager assisting in food preparation at home.

Food is more enjoyable if appropriate table manners are used and the table and tableware are clean, neat, and arranged correctly.

Knowing the tools and equipment and how to use them makes food preparation fun, saves time, and is easier.

Recognizing the values and limitations of convenience foods increases one's knowledge of food preparation and helps to develop the ability to purchase food wisely.

CONCEPTUAL OUTLINE FOR UNIT – FOOD AND NUTRITION

(8th Grade Level)

Page

I. Application of the Basic Four Food Groups in well-balanced meals 21

A. Characteristics of a well-balanced diet
B. Importance of a well-balanced diet to one's health and appearance

II. Importance of helping with family meals 25

A. Personal benefits of sharing responsibilities in food preparation
B. Contributions that can be made to the family

III. Advantages of using correct techniques of table service and table manners 27

A. Rules for correct table manners
B. Techniques of good table setting

IV. Factors influencing food preparation 30

A. Tools, equipment, and lab techniques to be used in food preparation
B. Preparation of convenience foods

8TH GRADE

MAJOR CONCEPT FOR UNIT: I. Application of the Basic Four Food Groups in well-balanced meals

SUPPORTING CONCEPTS: A. Characteristics of a well-balanced diet
B. Importance of a well-balanced diet to one's health and appearance

BEHAVIORAL OBJECTIVE FOR UNIT: Interpret the significance of the Basic Four Food Groups in a well-balanced diet.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -classify foods according to the food group in which they belong.
-identify the number of servings necessary from each food group to meet daily food needs.
-determine results of a good or poor diet to one's health.

GENERALIZATION: The Basic Four is a guide in planning well-balanced diets.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The Basic Four divides food into four groups.	Display poster of Basic Four Food Groups.	National Dairy Council.
	Review foods found in each group.	Cronan and Atwood, First Food, Ch. 3.
	Determine foods that are often misplaced in food groups.	
	Bulletin board: Picture of a large lion, caption: "I'm Not, 'Lion', You'll fell Gr-r-reat. Eat the Basic Four." Divide board into four equal parts. Using magazine pictures, make a collage of foods found in each of the Four Basic Groups.	

8th Grade - I. Application of the Basic Four Food Groups in well-balanced meals

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The Basic Four is a guide to show what foods are needed daily.	Play the game Basic Four Bingo.	Appendix K,
	Read references and determine the recommended number of servings daily from each food group for a teen-ager.	Greer and Gibbs, Your Home and You, Ch. 5.
	Add to bulletin board. Under each food group place card containing recommended number of servings	
One needs foods from each group everyday to be healthy.	List all foods eaten for one day. Determine if foods eaten fulfill the recommended number of servings from each group. Cite foods that could be added (or substituted) to diet to provide adequate number of servings of each food group.	
	Interview a friend outside home economics class and list foods eaten for one day. Advise friend if diet contains recommended number of servings from each group and how diet could be altered to fulfill requirements. Report findings to class.	
	Evaluation: Plan a day's diet that includes adequate servings from each food group.	Cronan and Atwood, First Foods, Ch. 3.
	Group work: Construct a mobile of pictures pasted on construction paper of the total number of servings of the Basic Four Food Groups attached to heading, "A well-Balanced Diet."	
Malnutrition results from faulty or inadequate nutrition.	Define malnutrition.	
	View film.	Film - "Food for Life," Sterling Educational Films.
	Describe how a person can suffer from malnutrition and have an adequate amount of food available. Draw conclusion from discussion on how malnutrition can be prevented.	

The six groups of nutrients are proteins, carbohydrates, fats, vitamins, minerals, and water;	List the six nutrients. Match each of the Basic Four Food Groups with the main nutrients they contain.	Greer and Gibbs, Your Home and You, Ch. 5. Barclay and Champion, Teen Guide to Homemaking, Ch. 4. Davis and Peeler, Lessons in Living, Unit I, Topic I, Lesson 2.
	List deficiency symptoms that occur as a result of a poor diet.	Clayton, Young Living, Ch. 5.
	Show pictures of animals that have been fed an inadequate diet or current magazine pictures of humans with an insufficient diet.	National Dairy Council. Current magazines.
Correct nutrition aids a person in developing a good posture, a well-developed body, clear skin, glossy hair, strong nails, and sound teeth.	Brainstorm appearance of teen-ager which may be affected by diet.	McWilliams and Davis, Food for You, Ch. 1.
For health and appearance a person needs to eat foods from each of the food groups in order to get all the nutrients every day.	Identify the relationship of receiving adequate number of servings from each of the Basic Four Food Groups to appearance.	Medved, The World of Food, Ch. 25. Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 18.
	(Note to teacher: It is suggested that the study and review of the basic Four Food Groups continue as foods from each group are studied.)	

8TH GRADE

MAJOR CONCEPT FOR UNIT: II. Importance of helping with family meals

SUPPORTING CONCEPTS:
A. Personal benefits of sharing responsibilities in food preparation
B. Contributions that can be made to the family

BEHAVIORAL OBJECTIVE FOR UNIT: Explore personal benefits and contribution of assisting in food preparation at home.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -list personal benefits of assisting in food preparation.
-give examples of assistance that can be given in home food preparation.
-practice assisting at home in food preparation.

GENERALIZATION: Both current and future benefits may be received through the teen-ager assisting in food preparation at home.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Assisting in food preparation enables one to gain knowledge for the future, learn from doing, and provide help for the family.	Buzz group: Are there benefits for the teen-ager who assists in food preparation? List benefits.	Barclay, Champion, Brinkley, and Funderburk, TeenGuide to Homemaking, Ch. 6. Clayton, Young Living, Ch. 5.
	Describe a situation where assisting in family meals provided a benefit.	
	Identify the tasks a young teen-ager can do to contribute to the family in meal preparation.	Cronan and Atwood, First Foods, Ch. 10.

8th Grade - II. Importance of helping with family meals

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Because family situations are different, the teen-ager's role in the family will differ.	List the food preparation responsibilities in different home situations. Examples: –both parents working –several children in family –only one parent –mother at home Role-play how these different family situation could change the teen-ager's role in assisting with food preparation. (EE) –Practice assisting with food preparation at home. or Plan specific tasks that can be accomplished in food preparation. Record and report to class.	Greer and Gibbs, Your Home and You, Ch. 16.

8TH GRADE

MAJOR CONCEPT FOR UNIT: III. Advantages of using correct techniques of table service and table manners

SUPPORTING CONCEPTS:
A. Rules for correct table manners
B. Techniques of good table setting

BEHAVIORAL OBJECTIVE FOR UNIT: Demonstrate using correct table setting and table manners.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -give reasons why appropriate table manners are important at mealtime.
-demonstrate the use of appropriate table manners.
-cite general rules to follow when setting a table.
-practice setting a table correctly.

GENERALIZATION: Food is more enjoyable if appropriate table manners are used and the table and tableware are clean, neat, and arranged correctly.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Appropriate manners help one feel secure when eating with others.	Discuss why it is important to use appropriate table manners.	Medved, The World of Food, Ch. 26.
Manners tell others that a person knows what to do.	List table manners which will convey the kind of impression you wish others to have of you.	Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 26.
It is easier to eat properly when away from home if appropriate manners are practiced at the family table.	Debate: Should you have two different sets of table manners, one for home use, one to use away from home? Why or why not?	
Mealtime is more pleasant if everyone uses appropriate table manners.	Brainstorm how being considerate and using good table manners will help you and others to enjoy a meal; how using poor manners may cause the meal to be unpleasant.	Clayton, Young Living, Ch. 5.

8th Grade - III. Advantages of using correct techniques of table service and table manners

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Develop and fill out checksheet on table manners.	Cronan and Atwood, Foods in Homemaking, P.348-350.
	Read references on rules of table manners and courtesy.	Davis and Peeler, Lessons in Living, Unit I, Topic 5, Lesson 3.
A pleasant conversation contributes to a relaxed, enjoyable mealtime.	List pleasant topics of conversation which might be discussed at the table.	Barclay and Champion, Teen Guide to Homemaking, Ch. 16.
	Role-play what to do when some of the following situations occur. Show common errors and then show acceptable table manners. –A fork is dropped on the floor. –You have a bone or seed in your mouth. –Something is passed which you do not like. –You would like a food that is across the table. –Others.	Barclay, Champion, Brinkley, Funderburk, Teen Guide to Homemaking, Ch. 26.
	Form a committe to study the mealtime manners of the students in the school. Suggest ways of improvement. Report to class.	
	Form "buddy teams" to remind each other of practicing good table manners in class and in the lunchroom.	
	Pre-test on table setting. Groups of two or three students arrange a table setting, using table service models cut from construction paper; or paper plates, napkins, plastic tableware; or table service from lab units.	
	Research references and correct mistakes made in setting.	Barclay and Champion, Teen Guide to Homemaking, Ch. 16.

The accepted patterns of tab e setting are based on ey appeal, ease, and convenience.	Discuss why there are rules for correct table setting.	
	Develop a set of rules to follow in setting a table.	
A place setting is the equipment and table space one person will use.	Define place setting.	Davis and Peeler, Lessons in Living, Unit I, Topic 5, Lesson I.
	Show illustrations of place settings using different linens, dishes, and silver.	Current magazines.
	Discuss the desirability of convenience items in table setting. Examples: plastic place-mats, paper napkins, plastic dishes, etc.	Greer and Gibbs, Your Home and You, Ch. 13.
	Discuss various types of meal service and ways table settings differ.	Davis and Peeler, Lessons in Living, Unit 1, Topic 5, Lesson 1.
The rules for table setting are adjusted to the menu, occasion, and needs of the family.	Group work: Select dishes, glassware, table linen, silver for a given menu: breakfast, family dinner, a snack or pizza party, a guest luncheon, others. Set the table.	
	(EE) – Practice setting the table at home for family meals.	
	Evaluation: Draw a table setting for a given meal and menu.	

8TH GRADE

MAJOR CONCEPT FOR UNIT: IV. Factors influencing food preparation

SUPPORTING CONCEPTS:
A. Tools, equipment and lab techniques to be used in food preparation
B. Preparation of convenience foods

BEHAVIORAL OBJECTIVE FOR UNIT: Apply principles of cookery to creative preparation of convenience foods as well as food products.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
-identify kitchen tools.
-practice using equipment.
-practice safety and cleanliness habits.
-use correct lab techniques.
-define convenience foods.
-recognize the value and limitations of convenience foods.
-recognize the importance of following instructions.
-state cookery principles for foods to be prepared.
-demonstrate creativity in preparing convenience foods.

GENERALIZATIONS: Knowing the tools and equipment and how to use them makes food preparation fun, saves time, and is easier. Recognizing the values and limitations of convenience foods increases one's knowledge of food preparation and helps to develop the ability to purchase food wisely.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Pre-test: Display kitchen tools and equipment. Identify each tool and describe its use.	Cronan and Atwood, First Foods, Ch. 2.
The more experience one has in the use of kitchen tools and equipment, the more one develops skill with their use.	Review, if necessary, the tools and equipment in kitchen. Refer to 7th grade concepts.	
	Review safety rules and cleanliness habits.	Clayton, Young Living, Ch. 5.

	Read references (if further study is necessary) on safety and cleanliness in the kitchen.	Davis and Peeler, Lessons in Living, Unit I, Topic 2, Lesson 4.
	List safety reminders for home and school. Take the list home and discuss it with the family.	
	View filmstrip on measuring accurately.	Filmstrip - "Measuring Accurately," McGraw-Hill.
	OR	
	Read references on measuring accurately.	Davis and Peeler, Lessons in Living, Unit I, Topic 2, Lesson 1.
A beginner is wise to measure ingredients carefully to insure desired cooking results.	Demonstrate accurate measurements of dry ingredients, liquid ingredients, shortening, and butter.	Barclay, Champion, Brinkley and Funderburk, Teen Guide to Homemaking, Part II.
	Students select a written assignment on measurement. Examples: measure ½ cup of milk; measure ¼ teaspoon of sugar, etc. Demonstrate to class.	
	OR	
	Plan a measure meet.	
To achieve correct results, standard measuring cups and spoons should be used. Other cups and spoons come in various sizes and are not accurate.	Explore the use of standard measuring utensils versus utensils that are not standard.	Barclay, Champion, Brinkley and Funderburk, Teen Guide to Homemaking, Ch. 20.
	Display various size cans that could be use if standard measuring cups are not available.	
Returning tools and equipment used in food preparation to their proper storage place results in convenience and efficiency.	Review the need for keeping utensils and equipment in proper place.	Barclay, Champion, Brinkley and Funderburk, Teen Guide to Homemaking, Part II.
Using a work plan will save time and energy, aid in preventing confusion, and help develop correct work habits.	Role-play the confusion of preparing food if a work plan is not prepared. Examples: –Equipment not ready –Ingredients not collected –Cannot identify cooking terms –Do not follow directions	
	Role-play the easy way of preparing food if a work plan is used and all of the above have been completed. Summarize ideas gained from role-play situations.	

8th Grade - IV. Factors influencing food preparation

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Working with others in the kitchen will be easier and more pleasant if each worker assumes the responsibility of the tasks assigned.	Develop guides for working together in the kitchen. Examples: –check plans –each assumes his responsibility Write guides on poster and display in class. Role-play situations when students do not work well in kitchen. Examples: –two students wanting to do the same job –one student refusing to accept a responsibility	Davis and Peeler, Lessons in Living, Unit I, Topic 2, Lesson 6.
A work plan helps a group working together to prepare a meal, in that each person knows just what to do and when to do it.	Discuss the importance of a work plan for preparing food at school and at home. Examine a work plan. Make a work plan with help from the teacher.	Davis and Peeler, Lessons in Living, Unit I, Topic 2, Lesson 5. Clayton, Young Living, Ch. 5.
Convenience foods are foods which have been prepared so that part of the assembling, measuring, and mixing has been done in preparation for cooking, and in which part or all of the cooking may have been done.	Define convenience foods.	Medved, The World of Food, Ch. 2.
There is a wide variety of convenience foods found in many forms.	Arrange a display of convenience foods with empty boxed, packages, or pictures of convenience foods. Brainstorm and list other convenience foods not displayed.	Davis and Peeler, Lessons in Living, Unit 1, Topic 2, Lesson 2.
Exploring directions enables one to understand the time involved in preparing the food and the difficulty of preparation.	Examine directions for preparing the foods from the wrappers. Note if there is a need for additional ingredients to be added.	
Convenience foods contribute to ease in food preparation. Cost, quality of food, and time consumption affect one's decision in purchasing convenience foods.	List the advantages and disadvantages of using convenience foods. (AT) –Compare the cost of a convenience food with a food prepared from "scratch." Report to class.	

	Read references and compile a list of all forms of convenience foods.	Medved, The World of Food, Ch. 2.
	Divide into groups, summarize the value and limitations of dried food, frozen foods, dehydrated, freeze-dried, canned mixes, ready-to-eat, and any others found in references. Report to class.	Davis and Peeler, Lessons in Living, Unit I, Topic 2, Lesson 2.
	Chalk talk the convenience foods used most often in a student's home.	
A convenience food is found in a variety of forms requiring various methods of preparation.	Display one food (example: cookies) in a variety of convenience forms: packaged cookies, bakery cookies, slice-and-bake, packaged mix, cookies made from "scratch."	
Various factors will influence the best buy for each family.	Compare costs of cookies. Determine which cookies would be the best buy, considering such things as size of family, time to prepare, preference of family, and amount of money to spend.	
Some convenience foods will cost less than the same product made from "scratch."	Discuss other convenience foods where the cost may be less than the product made from "scratch." Example: canned biscuits.	
Additional packaging, seasoning, sauces, or preparation of the food will influence the cost of a convenience food.	Consider baked potatoes, foods needing additional ingredients, vegetables cooked in casseroles, where the cost may be considerably higher than foods prepared from "scratch."	
The consumer needs to be selective in purchasing convenience foods.	List factors that would influence your decision to purchase or not to purchase specific convenience foods.	
	(EE) – Examine convenience foods used at home and determine if the family is buying wisely.	
	Field trip: Visit grocery store. Divide into groups. Identify convenience foods in the following categories: beverages, cereals, desserts, casseroles, skillet dishes, breads, fruits, and vegetables.	
	OR	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Study magazines, books, newspapers, TV, or visit grocery store and list convenience foods in the above categories. In class pool the convenience foods found.	Magazines, cookbook, newspaper, television.
Following instructions correctly is imperative for preparing a satisfactory product.	Cite examples of what can happen if instructions on a convenience food are not followed.	
	Draw a cartoon showing the outcome if instructions are misinterpreted.	
	Discuss the importance of reading the label and following instructions.	
Understanding the instructions is necessary and encourages one to use references to understand terms or other words that are not understood.	Brainstorm: What would you do if you did not understand the instructions? State the steps you would follow to interpret the instructions.	
	Demonstrate preparing various convenience beverages.	Medved, The World of Food, Ch. 19.
	Display pictures from magazines showing variations that could be used.	
	Explore other creative variations that could be used.	
	Prepare beverages and plan "Tasting Party."	
	Determine nutritive value of beverages.	
	State cooking principles involved.	

Creativity through variations in convenience foods is possible when the proportions of basic ingredients are not changed.

Note to the teacher: Plan laboratory lessons on other convenience foods from each category.

1) Demonstrate type of food to be prepared.
2) State principles of cookery.
3) Identify nutritive value.
4) Prepare and follow a work plan.
5) Evaluate the product.

Study the variations of preparing convenience foods found on some packages or cans.

Discuss what is meant by being creative.

Display pictures from magazines showing creative ways with convenience foods.

Conduct interview for creative variations of convenience foods. — Parents or neighbors.

Examine references for other suggestions. — Current books, magazines.

Compile a list of variations using the different forms of convenience foods. Create a variation of a convenience food. Report the variation to class and evaluate. — Medved, The World of Food, Ch. 2.

Compile a recipe book of quick, easy, and creative variations of convenience foods.

Determine nutrient content of foods in cookbook.

COMPREHENSIVE I

TITLE OF UNIT: MEETING INDIVIDUAL FOOD NEEDS

SUGGESTED TIME: 5-6 weeks

MAJOR CONCEPTS FOR UNIT:

Importance of nutrition to one's appearance and health
Social influence of food as a means of developing social etiquette
Consumer techniques in selection and purchase of food
Management techniques in food preparation
Principles of food preparation
Influences on eating habits

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will -show an understanding of the effect of nutrition to personal appearance and health.
-show an understanding of the relationship of food to social communication and the development of social etiquette.
-identify the relationship of shopping practices to food expenditures.
-demonstrate skills in management techniques in food preparation.
-apply principles and techniques of basic preparation of food.
-identify factors that influence a person's food habits.

UNIT GENERALIZATIONS:

Nutrition can affect appearance by its influence on different parts of the body and the characteristics which relate to appearance.

Many factors affect table service of food and manners used to communicate socially.

Food is a large single expense most families have in their budget; therefore, buying skills of the consumer help to extend the family food dollar.

Techniques and procedures in the preparation of food affect its quality.

Food preparation is influenced by careful adherence to the basic principles of cookery.

Family patterns and peer group influence will affect food habits of individuals.

CONCEPTUAL OUTLINE FOR UNIT – FOOD AND NUTRITION

(Comprehensive I Level)

Page

I. Importance of nutrition to one's appearance and health 38

A. Aspects of health affected by food intake
B. Function and source of nutrients
C. Nutritional requirements of individuals
D. Guides for selecting food

II. Social influence of food as a means of developing social etiquette 42

A. Table setting, food service and mealtime atmosphere
B. Personal practices contributing to a pleasing mealtime

III. Consumer techniques in selection and purchase of food 45

A. Criteria for developing shopping practices
B. Comparison of forms of foods in terms of cost, preparation time, and nutritive value

IV. Management techniques in food preparation 50

A. Effective work habits in food preparation
B. Use, care, and storage of supplies and equipment
C. Recipe selection and interpretation
D. Basic food terms
E. Accurate measuring techniques
F. Menu planning

V. Principles of food preparation 57

A. Preparation of bread and cereals
B. Preparation of fruit and vegetables
C. Preparation of meat, eggs, and other proteins
D. Preparation of milk and milk products

VI. Influences on eating habits 65

A. Peer group influence on food selection
B. Family influence on food choices

COMPREHENSIVE I

MAJOR CONCEPT FOR UNIT: I. Importance of nutrition to one's appearance and health

SUPPORTING CONCEPTS:
- A. Aspects of health affected by food intake
- B. Function and source of nutrients
- C. Nutritional requirements of individuals
- D. Guides for selecting food

BEHAVIORAL OBJECTIVE FOR UNIT: Show an understanding of the effect of nutrition to personal appearance and health.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- identify relationship of nutrition to growth and development.
- identify nutrients and their function in the body.
- summarize own nutritional requirements.
- identify guides for food selection.

GENERALIZATION: Nutrition can affect appearance by its influence on different parts of the body and the characteristics which relate to appearance.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Food is an indispensable key to making one look, act, and feel his best.	View film on growth nutrition and have round table discussion of growth nutrition.	Film – "Hungry Angels," Associated Instructional Materials, Associated Films.
	OR	
The body requires the nutrients usually supplied by food in order to develop and function.	Conduct an animal feeding experiment. Formulate conclusion of the relationship of food to adequate diet. Exhibit the test animals or pictures of animals in local store window along with display of food eaten by each.	"Animal Feeding Demonstrations for the Classroom," National Dairy Council.

	OR	
Hair and nails are body tissues which often reflect the state of nutrition.	Read resources for information relating to food intake and its effect on appearance of: skin height hair teeth weight nails	McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 13. Cronan and Atwood, Foods in Homemaking, Ch. 6. White, You and Your Food, Ch. 1.
When the food supply of protein, minerals, and vitamins is poor the hair may be dull, dry, and difficult to manage.	Present information in illustrated talks. (AT) – Present talks as mini-lessons to (a) group of younger children (b) parents (c) other adult group	
	Formulate answers to the following based on research: What foods improve my complexion? What foods are good for my teeth and eyes? What foods give me pep?	Cote, People, Food and Science, Ch. 6-9.
Nutrition can affect health and appearance by its influence on various parts of the body.	Find pictures of a well-nourished and a mal-nourished individual. Contrast individuals and tell how the food consumed would cause difference in growth, energy, and appearance of skin, hair and teeth.	Use current magazines.
Adequate nutrition promotes good health and appearance, maintains proper growth, and repairs tissues.	(AT) – Develop bulletin board using a comparison of food to fuel and the human body to an automobile. (Include fuel, oil, air, antifreeze, water of car, and nutrients necessary to body growth.) Draw comparisons.	
	OR	
	Invite resource person to talk to class on how food helps contribute to his success.	Football player or other athlete.
The body needs nutrients to give energy, to help one grow, to repair parts of the body, to regulate body processes, and to protect from disease.	Use reference to identify the nutrients and their functions in the body.	"Nutrition," 60 Transparencies, Educational Products. Medved, The World of Food, Ch. 25. Cote, People, Food and Science, Ch. 6-9. Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 18.

Comprehensive I - I. Importance of nutrition to one's appearance and health

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Ch. 13. White, You and Your Food, Ch. 1. Harris and Withers, Your Foods Book, Ch. 4.
Nutrients are building blocks of food and can be classified into six general groups: carbohydrate, fat, protein, vitamin, mineral, water.	OR Apply previous learnings by playing game, "What Am I?" Select cards with nutrients, and class members identify nutrient from summary given. (See appendix for copy of game.)	Appendix L.
	OR Build a nutrient outline on a flannel board or chalk board giving important functions and sources of food to supply the nutrient.	"Nutrient Outline and Nutrition Kit," National Livestock and Meat Board. Medved, The World of Food, Ch. 25.
	Compile a vocabulary list of words related to nutrition and identify meaning of each. (Af) Construct crossword puzzle or hidden word puzzle using terms.	
Vitamins are chemical substances, distinct from the main components of food.	OR View film and discuss value of vitamins and minerals from food.	Film - "Vitamins From Food," 20 min., color, 1969, Loan from Association Films.
Some foods promote health, physical development and appearance better than others because of their nutritive value or content.	OR Play Nutritional Tic-Tac-Toe, a game to help students learn important relationships of nutrition to food composition. (See appendix for instructions for playing the game.)	Appendix M.

Amounts of nutrients for maintenance of good nutriention in the U.S. have been summarized in the Recommended Dietary Allowance by the National Research Council.	Record food eaten for the past two days. Include the amount eaten. Check the selection against recommended daily dietary allowance. (RDDA)	Medved, The World of Food, Ch. 25. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 13. McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 7.
The nutrient needs of individuals vary with age, sex, activity, climate, and state of nutrition.	Check the nutrient requirement for teens. Remember age, sex, etc., and identify weaknesses and strengths of own diet.	
Requirements for some nutrients are greater for teens thatn for adults.	Compare teen-age requirements to adult requirements by using Comparison Cards. Make a summary of own nutritional requirements.	50 Comparison Cards, National Dairy Council.
	OR	
Many combinations of foods or patterns of eating may result in a good diet.	Play "100% Relay Game." A game designed to teach relative nutritive value of common foods. (See appendix for copy of game.)	Appendix N.
	OR	
One's general health and physical appearance may be reflected by his food habits.	View film or filmstrip on selecting a good diet. Compile list of guides one could use for selecting food.	Filmstrip – "How Food Becomes You," National Dairy Council or Film - "What's Good to Eat," 17½ min., color, 1969, Available on Loan,Association Films.
	OR	
The nutritionsl state of the individual depends largely on the selection of food and the ability of the body to utilize the nutrients contained in the food eaten.	View film illustrating importance of the ten-ager's selection of an adequate diet to present and future well-being. Give guides for selecting food for adequate diet using Basic Four.	Film – "Food for Life," Audio-Visual Library, Office fo Health Education. or Filmstrip – "Improving Teen-Age Nutrition," U.S. Department of Agriculture.
	(AT) –Symposium: Slogan "Today's food becomes tomorrow's you." Summarize.	
	Review nutritional function of food, its sources and requirements by playing "Jeopardy Game." (See appendix for copy of game to be duplicated.)	Appendix O.

COMPREHENSIVE I

MAJOR CONCEPT FOR UNIT: II. Social influence of food as a means of developing social etiquette

SUPPORTING CONCEPTS: A. Table setting, food service and mealtime atmosphere
B. Personal practices contributing to a pleasing mealtime

BEHAVIORAL OBJECTIVE FOR UNIT: Show an understanding of the relationships of food to social communication and the development of social etiquette.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -identify methods of table service.
-state the relationship of food to social communication and the development of social etiquette.
-practice acceptable table manners.

GENERALIZATION: Many factors affect table service of food and manners used to communicate socially.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest approach: Brainstorm –What is the true meaning of hospitality? –How is it related to food? –How can teen-agers help when the family entertains?	
The rules governing table setting are based on common sense, comfort, and convenience.	Prepare an exhibit of a variety of types of table settings.	
Different meals require a specific type of service.	Compare types of table service and identify factors one would consider in selecting a table service after consulting reference.	Harris and Withers, Your Foods Book, Ch. 7. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14. Cronan and Atwood, Foods in Homemaking, Ch. 11.

		McDermott and Nicholas, Homemaking for Teen-Agers, Book I, Ch. 10.
	View filmstrip on table setting.	Filmstrip – "Fashions in Dining," Sears Consumer Education Service Department.
	Make a list of terms related to table service and tableware. Examples: place setting, flatware, formal dinnerware, cover. Popcorn session: Meaning of terms.	White, You and Your Food, Ch. 25.
	OR	
	View transparencies from "Fashions in Dining" and secure correct definitions of terms of "Place Setting" transparencies.	Transparencies - "Planning, Selecting and Serving," 3M Company.
Table settings vary with available resources and cultural values.	Group work: Select a sample menu and demonstrate table arrangement for the following: –family breakfast –holiday dinner –party after the ballgame –pre-school birthday party –back yard barcecue	Carson and Ramee, How You Plan and Prepare Meals, Ch. 1. Cronan and Atwood, Foods in Homemaking, Ch. 11.
	OR	
Written guides for table settings are useful when adapted to individual situations.	Demonstrate appropriate table appointments for a simple meal. Draw conclusions about the way the menu affects the type of table service.	Harris and Withers, Your Foods Book, Ch. 7.
	(EE) –Collect and display information booklets, articles, advertisements, and educational materials on table service.	Local retail store. Booklets from tableware companies.
Etiquette is primarily thoughtfulness, consideration, and putting others at ease.	Popcorn session for meaning of etiquette/manners.	Harris and Withers, Your Foods Book, Ch. 7.
Etiquette refers to the conventional rules observed in society.	Clarify meaning by reading resource material on etiquette.	Medved, The World of Food, Ch. 26. White, You and Your Food, Ch. 25. Barclay, Champion, Brinkley and Funderburk, Teen Guide to Homemaking, Ch. 26.

Comprehensive I - II. Social influence of food as a means of developing social etiquette

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Divide group into buzz groups and list manners one should use at mealtime.	Cronan and Atwood, Foods in Homemaking, Ch. 9.
	(EE) –Develop cartoon strip. Example: "Mr. Manners", depicting mealtime manners.	Carson and Ramee, How You Plan and Prepare Meals, Ch. 3.
	View transparency "Mealtime Manners." Discuss manners in relation to the meal service.	Transparency – "Planning, Selecting and Serving," 3M Company.
Social customs have indicated definite rules to follow when eating.	Demonstrate simple table etiquette and acceptable social intoductions.	
	(FHA) –Socio - drama illustrating good manners appropriate for a cafeteria after-school gathering, luncheon, etc.	

COMPREHENSIVE I

MAJOR CONCEPT FOR UNIT: III. Consumer techniques in selection and purchase of food

SUPPORTING CONCEPTS:
A. Criteria for developing shopping practices
B. Comparison of forms of foods in terms of cost, preparation time, and nutritive value

BEHAVIORAL OBJECTIVE FOR UNIT: Identify the relationship of shopping practices to food expenditures.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -identify reasons for planned spending of the food dollar.
-develop guides to help one be a good food shopper.
-explain need for required information on label of packaged food.
-list advantages and disadvantages of different food markets and the services they provide.

GENERALIZATION: Food is a large single expense most families have in their budget; therefore, buying skills of the consumer help to extend the family food dollar.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
When a consumer uses marketing practices which encourage rational choices in the purchase of food, impulsive and irrational choices tend to decrease.	Display a bag of groceries and brainstorm: "How did the consumer know what to buy? Read references on shopping techniques. List preparation steps for grocery shopping.	Food for Us All, Yearbook of Agriculture, U.S. Department of Agriculture. Cote, People, Food and Science, Ch. 22, 23 McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14. McDermott and Nicholas, Homemaking for Teen-Agers, Book I, Ch. 9.

Comprehensive I - III. Consumer techniques in selection and purchase of food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		Harris and Withers, Your Foods Book, Ch. 8. Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 19.
	Identify factors that would affect food shopping practices. Examples: –shopping when one is hungry –shopping without grocery list (EE) – Interview parents and neighbors as to when they shop and why. Report findings.	
When an organized market list is prepared, there tends to be a saving in money, time, and energy.	Display magazine articles, pamphlets, etc., containing consumer information on buying food. Make available to interested teachers. OR View slides and identify the kinds of information that a food shopper needs to know about food cost, marketing procedure, and family food likes and dislikes in order to get the most for her food dollar.	Pamphlets available from Superintendent of Documents Government Printing Office, U.S. Office of Printing, Washington, D.C. Slides – "Be a Better Shopper," New York State College of Home Economics, Cornell Univeristy. OR Filmstrip – "Buying Food" Aims Instructional Media Services. OR Filmstrip – "Spending Your Food Dollar," Household Finance Corporation.
Wiser food selections can be made if one can distinguish between required and descriptive labeling.	View filmstrip to find information about labels and seals of approval. Identify information intended to aid the consumer.	Filmstrip – "Learning From Labels," Evaporated Milk Association.

	Identify information that is required by law and what is supplied by food processors.	Cote, People, Food and Science, Ch. 23. Barclay and Champion, Teen Guide to Homemaking, Ch. 14.
If the homemeaker learns what different types of stores have special services, she will be able to shop more intelligently.	Compile list of services of different food markets and identify how they affect cost of food. List advantages and disadvantages of the different markets.	Barclay and Champion, Teen Guide to Homemaking, Ch. 14. Cote, People, Food and Science, Ch. 23.
	Debate: "Supermarket vs. neighborhood grocery." Summarize the relationship of marketing practices to time and energy by writing a paper on "The Best Place and Time for Me to Shop." (DR) –Brainstorm: What effect would working have on the shopping practice of a homemaker? OR Field trip to grocery store to observe food arrangements and services for consumer. Summarize learnings from field trip. (EE) –Draw a sketch of the store floor plan, organize the grocery items, and give reasons for placing them in that particular order.	
	(AT) –Make mini-lesson tapes on food shopping guides to be played on local radio station or present, to local groups, such as Woman's Club, or Senior Citizens.	Food is a Bargain, Shopper's Guide to U.S. Grades for Food, U.S. Department of Agriculture. Cote, People, Food and Science, Ch. 23.
Decisions about purchasing food are influenced by characteristics of family members, family resources, and values.	Role-play the shopping practices of three families with differences in: –number in the family –age and sex –activities	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	OR	
The values placed on food by family members affect the amount and kind of food used.	Play "Supermarket Rummy" game or "Menu Rummy" to create food combinations for balanced meals while noting the cost of food. (See appendix for copy of game.)	Appendix P.
	OR	OR
	Act out play: "How Much Food Will $10.00 Buy?" Divide into small groups and determine cost per ounce for the same food processed by different methods. Report findings. (See appendix for script for play.)	"Menu Rummy" cards, University of Minnesota. Appendix Q.
New developments in food affect the consumer's planning, selecting, and spending of the food dollar.	Take a field trip to a supermarket to see the same food available in various forms.	
	(DR) –Brainstorm: Explaining when the dual role homemaker might use various forms of a food and give advantages and disadvantages of each form.	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 4.
	OR	
Each form of food serves a special function to the homemaker.	Skit: Illustrating the advantages and disadvantages of various forms of food. Characters: Miss Shopper Mr. Canned Peas Mrs. Frozen Peas Miss Fresh Peas	
	Summarize findings concerning the relationship of food cost to processing and packaging.	
	(DR) –Invite a resource person from a local utility company to demonstrate the use of time-saving and work-saving food products available to the consumer.	Home economist.
	OR	

	View filmstrip to analyze convenience foods for time involved in preparation, personal choice, taste, and attractiveness of the various forms.	Filmstrip – "Good Meals for Busy Days," U.S. Department of Agriculture. or Filmstrip –"Main Dishes in Family Meal," U.S. Department of Agriculture
If one understands the new developments in foods, one will be more likely to make wise selections for one's use.	(DR) –Plan several dinner menus for the family of a working mother. Tell the form of food selected to save time and steps. (EE) –Prepare various forms of the same food for the family and share with class family comments.	

COMPREHENSIVE I

MAJOR CONCEPT FOR UNIT: IV. Management techniques in food preparation

SUPPORTING CONCEPTS:
- A. Effective work habits in food preparation
- B. Use, care, and storage of supplies and equipment
- C. Recipe selection and interpretation
- D. Basic food terms
- E. Accurate measuring techniques
- F. Menu planning

BEHAVIORAL OBJECTIVE FOR UNIT: Demonstrate skills in management techniques in food preparation.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- -define management.
- -identify reasons for using management techniques in food preparation.
- -identify management problems in food preparation.
- -practice appropriate use, care, and storage of supplies and equipment.
- -choose an acceptable recipe.
- -cite steps to follow in a recipe.
- -define basic food terms.
- -practice measuring techniques.

GENERALIZATION: Techniques and procedures in the preparation of food affect its quality.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Time is a limited resource used in the preparation of food.	Read reference. devoted to time, energy and money management in food preparation.	Cote, People, Food, and Science, Ch. 25. McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 10. Harris and Withers, Your Foods Book, Ch. 2. Medved, The World of Food, Ch. 5.

		Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 20.
Management is basic to all homemaking activities.	Brainstorm for definitions of "management."	
	Buzz session: Different definitions of the term management. Decide upon one that reveals its role in terms of food preparation.	
	Identify reasons for management of time, energy, and resources in the foods laboratory.	Carson and Ramee, How You Plan and Prepare Meals, Ch. 10.
		Barclay and Champion, Teen Guide to Homemaking, Part II.
	OR	
	View filmstrip on wise use of time, money, and energy in food preparation and list ways to conserve resources in food preparation.	Filmstrip – "Mealtime Can be Magic," Part III, General Mills.
	Identify the resources that are available to an individual in food preparation. Examples: equipment, kitchen arrangements, right tools.	
By planning ahead, an individual will improve his management techniques.	Develop a list of management principles which may be applied to preparing a meal at home or at school.	McDermott and Nicholas, Homemaking for Teen-Agers, Book I, Ch. 8.
		McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 4.
Practice in planning provides opportunity for improvement in management techniques.	Discuss money management in relation to meal planning.	Cote, People, Food and Science, Ch. 23.
		Cronan and Atwood, Foods in Homemaking, Ch. 7.

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Tools are designed to do specific food preparation tasks.	Interest approach: Scavenger hunt for kitchen tools.	Medved, The World of Food, Ch. 3.
	OR	
	View filmstrip on small kitchen equipment. Identify function of each piece of equipment.	Filmstrip – "Small Wonders in the Kitchen," Rubbermaid.
		OR
		Filmstrip –' How to Save Thirty Minutes a Day," Rubbermaid.
		OR
		Filmstrip – "New Room in Your Kitchen," Rubbermaid.
	OR	
	Read reference on small equipment in the kitchen, looking for some equipment needed.	McDermott and Nicholas, Homemaking for Teen-Agers, Book I, Ch. 8.
		Cronan and Atwood, Foods in Homemaking, Ch. 2.
	Draw a slip of paper naming a food preparation task. Identify appropriate tool one would use to prepare the food.	McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 3.
	OR	
When appropriate tools or pieces of equipment are used, the task tends to be easier and more pleasureable to do, and there is greater success in the finished product.	Role-play effective use of a tool in food preparation and one that was not a correct tool for the task.	Medved, The World of Food, Ch. 3.
	Committee work: Analyze placement of small equipment in food laboratory and the reasons for this placement.	Hatcher and Andrews, Guide for Today's Home Living, Ch. 8.

	Invite a resource person to demonstrate use and care of major appliances. Identify general principles which will apply to all appliances in use and care.	Home economist from utility company or extension agency. Medved, The World of Food, Ch. 5. Cronan and Atwood, Foods in Homemaking, Ch. 4.
	Skit: Showing what might happen with improper care of a kitchen appliance. OR	
Energy as well as time will be utilized when work area and equipment are arranged according to specific task.	View filmstrip for ideas of main work centers.	Filmstrip – "Alice in Blunderland," Association Films.
	(EE) –Draw floor plan of own kitchen and identify the following work centers: –storage –cooking –serving –preparation –cleaning –mixing	
	(AT) –Compare time and motion of two students making a ready-mix cake. Have someone to record time and have class note unnecessary motions. Analyze observations.	
The food preparation area will tend to be safer when orderliness and cleanliness are considered important factors.	Set up two kitchens, one with safety hazards, the second without. Role-play hazards and explain how to correct them. OR	
	Demonstrate safety practices to be used in the foods laboratory. Example: –using knives –removing lids –proper storage of equipment –handling of hot items OR	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 4,6. Medved, The World of Food, Ch. 5.
	Develop bulletin board of caricatures depicting safety and sanitary practices. Draw conclusions of reasons for using sanitary practices. OR	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The spread of bacteria and microorganisms is decreased when sanitary practices are used in handling equipment.	(AT) –Experiment: Secure petri dishes with agar from biology teacher. Make two streaks using the fingernail. Place in a warm dark place and observe bacterial growth after one day. The second day observe bacterial growth increase. Point out need for sanitary practives in food preparation.	Protecting Our Food, Yearbook of Agriculture, U.S. Department of Agriculture.
	Consult references on sanitary practices used in food preparation.	Medved, The World of Food, Ch. 5. Cronan and Atwood, Foods in Homemaking, Ch. 4. Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 8.
	OR Invite guest speaker from a restaurant or food service center to talk on sanitary practices that comply with health regulations.	
Factors that contribute to success in cooking are: understanding cooking terms, using tested recipes, measuring ingredients, and using temperatures indicated.	Study various recipes in cookbooks. Interpret directions.	
	View transparencies of steps to a successful recipe.	Transparencies – "Interpreting a Recipe," 3M Company.
	Check recipes for unfamiliar terms; list and discuss their meaning.	Medved, The World of Food, Ch. 4. Cronan and Atwood, Foods in Homemaking, Ch. 3. Carson and Ramee, How to Plan and Prepare Meals, Part 4.

Terms used in recipes include: leavening agent, thickening agent, dry ingredients, shortening, batter, dough, broil, baste, bake, fry, grate, and garnish.	Crossword puzzle on recipe terms. (See appendix for copy of crossword puzzle to duplicate.)	Appendix R, "Common Cooking Terms and What They Mean."
	OR	
	View film and list common cookery terms.	Film – "Common Cooking Terms and What They Mean," Young American Films.
	Discuss the value of a recipe.	
An understanding of cookery terms and abbreviations used in recipes contributes to a more effective use of the recipe.	View transparencies for recipe abbreviations. Explain the meanings of abbreviations.	Transparencies – "Interpreting a Recipe," 3M Company.
	Compile a list of common abbreviations used in recipes.	
	OR	
	Read reference related to recipes.	Cooking is Fun, Good Housekeeping Institute.
		Medved, The World of Food, Ch. 4.
		McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 10.
		Cronan and Atwood, Foods in Homemaking, Ch. 3.
		Carson and Ramee, How You Plan and Prepare Meals, Ch. 10.
	Review measuring techniques (see 8th grade unit).	
	Read reference material on Metric System as it relates to food preparation.	Harris and Withers, Your Foods Book, Ch. 3.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The Table of Measurements is a guide to be used when changing forms of measurements.	Convert one cup measurement to Metric System measure. Compare volume.	
	(EE) –Select one of six basic Metric recipes and experiment using Metric System measurements.	Six Basic Metric Recipes, U.D. Federation of Education.
Ingredients are measured by weight, by volume, or by unit.	Review procedures for measuring specific ingredients such as flour, brown sugar, and shortening. (See 8th grade unit.)	Carson and Ramee, How to Plan and Prepare Meals, Part 4.
	(EE) –Practice measuring ingredients by making a drop-cookie recipe. Explain how the measuring tools could have an effect on the product.	Medved, The World of Food, Ch. 4.
		Cronan and Atwood, Foods in Homemaking, Ch. 3.
The Basic Four is one tool for checking nutritional adequacy in meals and for classifying food according to nutritional contribution to the daily need.	Identify factors to be considered in menu planning. Examples : –likes and dislikes of family –cost of food –aesthetic appeal –preparation time –nutritive value	McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 9. Medved, The World of Food, Ch. 25.
There are many factors to consider in menu planning. The Basic Four is one such factor.	Read reference for planning your meals and identify points to consider in menu writing.	White, You and Your Food, Ch. 11. Carson and Ramee, How to Plan and Prepare Meals, Ch. 5.
	View filmstrip and establish criteria for an acceptable menu.	Filmstrip – "Mealtime Can Be Magic," Parts I and II, General Mills. OR Filmstrip – "Breakfast and the Bright Life," U.S. Department of Agriculture.
	(EE) –Plan three meals for one day for family and check according to criteria set up by class.	

COMPREHENSIVE I

MAJOR CONCEPT FOR UNIT: V. Principles of food preparation

SUPPORTING CONCEPTS:
A. Preparation of bread and cereals
B. Preparation of fruits and vegetables
C. Preparation of meat, eggs, and other protein
D. Preparation of milk and milk products

BEHAVIORAL OBJECTIVE FOR UNIT: Apply principles and techniques of basic preparation of food.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -identify specific reasons for following certain procedures in food preparation.
-apply principles of food preparation

GENERALIZATION: Food preparation is influenced by careful adherence to the basic principles of cookery.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Create bulletin board on principles of food preparation with heading "Hot Line to Food Preparation." Have "hot line" running to each product from Four Food Groups. Examine pictures of baked products. Classify types of breads illustrated.	
Manipulation techniques, proportion of liquid to dry ingredients, and cooking temperatures are factors which determine the quality of batters and doughs.	View filmstrip on preparation of quick breads. List ingredients and recommended procedure for preparing quick bread. OR	Filmstrip – "Muffin Making," or "Biscuits, Plain or Fancy," Betty Crocker, General Mills.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Read reference on quick breads preparation.	Medved, The World of Food, Ch. 17. Cronan and Atwood, Foods in Homemaking, Ch. 7. Cote, People, Food and Science, Ch. 14. Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 24.
	(SL) –Play "Conversation Cut-Ups on Quick Breads" to identify words related to quick bread preparation. (See appendix for instructions for playing game.)	Appendix S. White, You and Your Food, Ch. 17, 18. McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 13.
	Review how to measure ingredients accurately. (See 8th Grade Unit.)	
A relatively short time is required in mixing quick breads. Hot ovens are required for quick breads in order to obtain maximum volume.	Demonstrate biscuit making. Identify differences in doughs and batters. Explain reasons for each step. OR Prepare muffins in class; apply the principles of quick breads.	
When tested recipes and procedures are used, one can more accurately predict the quality of a baked product.	Display baked products and summarize characteristics of each product.	

	Serve products as a "continental" breakfast. Example: juice, muffin, jam, butter. Apply service and social graces.	
	Brainstorm: Identify different ways various fruits and vegetables are prepared in the home.	
	View cards and/or identify different vegetables and fruits.	"Food Exhibit Cards," Gillum Book Company.
The primary principles of vegetable cookery include: –cooking in small amount of water –cooking for a short period of time –cooking with as little surface area exposed as possible.	Search for information related to recommended cooking practices for vegetables. Identify why these procedures are recommended.	Cote, People, Food and Science, Ch. 13. Medved, The World of Food, Ch. 14.
The quality of cooked vegetables is determined by: tenderness, firm texture, minimum loss of color, minimum loss of nutritive value, natural flavors, and form. A short cooking time preserves texture, and a small amount of water preserves flavor. Loss of water soluble nutrients is avoided when the water in which vegetables are cooked is consumed.	Compile list of principles of vegetable cookery.	White, You and Your Food, Ch. 12. Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 23. Harris and Withers, Your Foods Book, Ch. 10.
Qualities of a correctly cooked vegetable are: –tender but firm –a minimum change in color –a maximum retention of nutritive value.	Construct a score card of qualities of a well cooked vegetable.	Carson and Ramee, How You Plan and Prepare Meals, Ch. 13.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Select one vegetable and apply the principles for cooking.	Cote, People, Food and Science, Ch. 13.
	Identify characteristics of vegetables cooked until just tender and vegetables cooked five minutes longer.	Pollard, Experiences in Homemaking, Ch. 9.
	Plan and serve a vegetable plate. Include a starchy vegetable, a green and yellow one, and vegetable containing Vitamin C. Rate vegetable products using the score card.	Cronan and Atwood, Foods in Homemaking, Resource File.
Food processing or preparation involves physical and chemical changes.	Evaluate the vegetable menu for the following points: –color –flavor –texture –temperature –principles of vegetable cookery	McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Ch. 14.
	(EE) –Prepare vegetables at home; note color, texture and taste.	
Fruits cooked in water without sugar may lose shape and break into pieces because of the breakdown of the cellulose.	(AT) –Laboratory: Show the effects of sugar on texture and flavor of cooked fruits. (See appendix for copy of experiment to duplicate.)	Appendix T.
When fruits are cooked in skins, they retain nutrients and natural flavor and add color.	Examine fruit products for differences in texture, appearance, and flavor.	Medved, The World of Food, Ch. 6.
	Brainstorm what scientific principle accounts for the difference in the texture of the fruit product, after reading reference.	Cote, People, Food and Science, Ch. 13. White, You and Your Food, Ch. 10. Pollard, Experiences in Homemaking, Ch. 9.

		Cronan and Atwood, Foods in Homemaking, Resource File. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Ch. 14.
Color retention, texture, nutritive content, and palatability all affect the acceptability of a raw fruit or vegetable.	Review principles of preparation of raw fruits and vegetables. (See 7th Grade Unit)	
Using principles of preparing raw fruits and vegetables makes them more nutritious and attractive.	Prepare raw fruit and vegetable as garnishes or fruit plates. Serve as a luncheon by using appropriate table appointments and service.	
The tenderness of a cut of meat is affected by amount of connective tissue, age of animal, muscle location, method of cooking, and use of tenderizer.	Independent Study: Read references for factors affecting tenderness of meat and ways of preparing and storing.	Cote, People, Food and Science, Ch. 18.
	Resource person to demonstrate meat cutting. OR Field trip to meat section of a grocery or supermarket. Identify beef cuts on a beef chart. Point out tender cuts and less tender cuts in relation to location.	Local butcher.
	View filmstrip on methods of meat cookery. OR Read reference on methods of meat cookery. Define terms: roasting, broiling, pan broiling, dry heat cookery.	Filmstrip – "How to Cook by Dry Heat," Swift and Company. Medved, The World of Food, Ch. 11, 12, 13. White, You and Your Food, Ch. 21, 22. Cote, People, Food and Science, Ch. 18. Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 21.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		Cronan and Atwood, Foods in Homemaking, Resource File. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Ch. 14.
	Observe demonstration showing methods used in preparation of various cuts of meat by dry heat. Review when and why each method is used.	
Cooking meat at a low temperature will cause less cooking loss. Low temperatures are used to coagulate protein without toughening connective tissues. Protein foods are toughened when excessive or prolonged heat is used in preparation.	Prepare a cut of meat by dry heat method using high and low temperatures. Compare loss of meat. Relate low and high cooking temperature to tenderness, loss of moisture, and loss of fat.	
Principles of meat cookery are designed to produce a palatable product.	OR (AT) –Illustrate what is meant by the time–temperature relationship in meat cookery by explaining the following statements: –A porterhouse steak cooked at a low temperature to a well-done stage is more likely to be tough than one cooked at a high temperature to the rare stage. –A piece of beef, which is a tough cut of meat, may be made tender by oven roasting. OR	

(AT) – Indicate the advantages and disadvantages of the following methods of cooking meat:

- –pressure cooking
- –microwave cooking
- –wrapping in aluminum foil
- –searing meat first
- –prebrowning-plus-oven method
- –brown-in-bag roasting

Milk is obtainable in a variety of forms, and each form produces specific characteristics in food preparation.

Examine a display of different forms of milk. Include whole milk, homogenized, two percent, non-fat dry milk, evaporated milk.

Milk is a complex food high in nutritive value. It has both physical and chemical properties which make it extremely useful in food preparation.

Investigate the milk samples in terms of nutritive value, cost per quart, and information given on label.

White, You and Your Food, Ch. 6.

McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Resource File.

Suggest usage of each form of milk.

Cote, People, Food and Science, Ch. 17.

Barclay, Champion, Brinkley, and Funderburk, Teen Guide to Homemaking, Ch. 22.

Prepare a milk product recipe and calculate cost and nutritive value.

Medved, The World of Food, Ch. 8.

Serve group in kitchen using appropriate table service and appointments.

Because milk is a protein food, it undergoes definite changes in the presence of heat, acid, or certain enzymes. These reactions influence the ways in which milk is used in the preparation of foods.

Report problems concerning preparaton of milk dishes, such as scorching or curdling.

Comprehensive I - V. Principles of food preparation

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
When adding acid to milk, coagulation or curdling can be delayed by adding small amounts gradually.	(AT) –Experiment: Add acid gradually to a large amount of milk and add a large amount of acid all at once. or Adding milk to acid vs. adding acid to milk. Summarize experiment reactions. (EE) –Prepare milk product applying principles of protein cookery. Examples: A lemon icebox pie or a custard, drink, white sauce, etc. (EE) –Plan a meal using a food product from each of the Basic Four Groups for the family. Apply principles of cookery learned.	

COMPREHENSIVE I

MAJOR CONCEPT FOR UNIT: VI. Influences on eating habits

SUPPORTING CONCEPTS:
A. Peer group influence on food selection
B. Family influence on food choices

BEHAVIORAL OBJECTIVE FOR UNIT: Identify factors that influence a person's food habits.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -determine what eating habits are influenced by peer group by summarizing his own food habits.
-identify family influence on food habits by listing factors.
-distinguish between family and peer group influence on eating habits by citing examples of each.

GENERALIZATION: Family patterns and peer group influence will affect food habits of individuals.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Role-play or skit: Ordering at a Dairy Queen. Have one student select something the peer group did not select. Portray feeling of being left out for not ordering same as peers.	
Individual needs for acceptance within a group and for association with others may be facilitated through food.	Share ideas about how you think your food choices have been affected by your peer group, after reading reference related to food habits. Example: You really wanted milk but everyone ordered coke.	Harris and Withers, Your Foods Book, Ch. 1. Cote, People, Food and Science, Ch. 3. Barclay and Champion, Teen Guide to Homemaking, Ch. 14. Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 3. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Ch. 15.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
When food is used as a symbol of hospitality and friendliness, communication barriers may be broken down.	Share observations you have made when food was used to aid communication or show friendliness. Example: giving a box of Valentine candy. or Role-play examples of breaking communication barriers and showing friendliness with food. Examples: –going for a hamburger with a friend –offering food to show forgiveness or appreciation –welcoming new neighbors –expression of sympathy	
Often the kind of food and the way it's eaten in a family remain unchanged throughout life.	Brainstorm: Examples of family food practices Examples: meat and potatoes, fried food, oven-cooked food. (SL) –In basket-out basket: Pictures of snack foods and/or meals that could aid in communication. Examples: –couple sipping soda through straw –family celebration – turkey –gifts of food Tell how each example food aids in communicating.	
Economic status, geographic location, and religious beliefs influence the kind of food families eat.	View film or filmstrip and identfy factors affecting food choice illustrated in filmstrip. Summarize own food habits as well as factors that affect them.	Filmstrip – "Your Food, Chance or Choice," National Dairy Council. or Filmstrip – "Meal Planning," Betty Crocker, General Mills.
	(AT) –Make short oral reports on the influences of low, moderate, and high economic status on food selection. Draw conclusions.	Ullrich, Food Planning For Families at Three Different Cost Levels.

COMPREHENSIVE II

TITLE OF UNIT: MEETING FAMILY FOOD NEEDS

SUGGESTED TIME: 6-7 weeks

MAJOR CONCEPTS FOR UNIT:

Influence of family food patterns and customs upon food choices
Relationship of nutritional facts to meal planning and meeting changing food needs of family members
Relationships of food pattern to family food budget
Consumer food marketing practices
Planning, preparing, and serving nutritious family meals
Job entry opportunities in food

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will -comprehend factors which influence family food preferences and customs in planning family meals.
-understand the relationship of nutrition to meal planning and meeting changing food needs of family members.
-identify the relationship of food patterns and habits to family food budget.
-analyze major determinants of marketing practices, price, and the quality of food in the market.
-apply principles of management to the preparation and service of food for family meals.
-recognize job entry opportunities in food.

UNIT GENERALIZATIONS:

Family meal customs developed over generations may be deeply rooted forces within the family or due to forces outside the family.

Family meals can be adapted to provide dietary needs of each family member through each stage of the life cycle.

When knowledge and discrimination are used in the selection of food, family goals may be met within the limitations of the food budget.

Planned food buying implies the consideration of family needs and values, food availability, and price levels.

Planning, preparing, and serving of nutritious food are essential to the health and well-being of individuals and families.

Many careers and job opportunities are available to those who have the interest and training in the area of foods.

CONCEPTUAL OUTLINE – FOOD AND NUTRITION

(Comprehensive II Level)

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I. Influence of family food patterns and customs upon food choices 70

A. Forces within the family
B. Forces outside the family

II. Relationship of nutritional facts to meal planning and meeting changing food needs of family members 75

A. Factors to consider when planning menus
B. Special diets requiring variations in menu patterns

III. Relationships of food pattern to family food budget 80

A. Relationship of food dollar to total budget
B. Factors affecting cost level of meals

IV. Consumer food marketing practices 82

V. Planning, preparing, and serving nutritious family meals 86

A. Principles in preparation of food
B. Techniques in meal planning

VI. Job entry opportunities in food 98

COMPREHENSIVE II

MAJOR CONCEPT FOR UNIT: I. Influence of family food patterns and customs upon food choices

SUPPORTING CONCEPTS:
A. Forces within the family
B. Forces outside the family

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend factors which influence family food preferences and customs in planning family meals.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- identify food practices of individuals and cultural groups to find the meaning particular customs have for a family.
- explain the role that food plays in the expression of a culture.
- summarize the various forces that influence food habits of a family.

GENERALIZATION: Family meal customs developed over generations may be deeply rooted forces within the family or due to forces outside the family.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
When immigrants from a particular country settle together in one region, food habits of the old country tend to be retained.	Interest approach: Bulletin board – Use large map of the United States and identify regions where early immigrants settled. Select pictures of food to illustrate the old country influence. Examples: New England States–Brunswick Stew Little Italy in New England–Italian food China Town in California-Chinese food	Map available from Abbot Laboratories.
	OR	
	Read reference on how food has influenced history. Example: How food influenced man to migrate or move from one area to another.	Cote, People, Food and Science, Ch. 2.
	Identify times in history when desire for food caused war or exploration.	
	Prepare reports on some of the changes in food customs which have occured in the past 25 years due to life-style change in families.	Food for Us All, "Telescoping 20 Years of Change in the Food We Eat" and "Thousands of New Foods Give You a Wide Choice," U.S. Department of Agriculture.

	OR	
	Report on some of the current American family habits and food choices of selected regions of the United States.	Current magazines.
	Use same map, add labels to the map indicating foods that are famous in various parts of the United States.	
Food customs are influenced by geographic location.	Give examples of the relationship between food choices and geographic areas. Examples: –Clam bakes on the East Coast –Spanish and Mexican dishes in Southwest	McWilliams and Davis, Food For You, Ch. 8. Cote, People, Food and Science, Ch. 2 Articles in What's New in Home Economics and Forecast.
	OR	
	View film and identify factors affecting American eating habits.	Film – "American Cooking: New England," Columbia Gas of Kentucky.
Food habits of persons are sometimes completely changed through new products available on the market.	Popcorn session for food customs from own family that reflect deeply rooted religious or regional food practices. Examples: –Spoon bread –Boston beans –Jewish holidays	
	Bulletin board: Show typical meals consumed by a family in a particular region. Add foods to this that would complete the Basic Four using foods that are commonly found in that region.	Cote, People, Food and Science, Ch. 26–33. Harris and Withers, Your Foods Book, Ch. 15,16. McDermott, Norris, and Nicholas Homemaking for Teen-Agers, Book II, Ch. 13. Consult Cookbooks. County Nutritionist or Social Worker
The food pattern of a family usually reflects the socio-economic level of the family.	Report by guest speaker from welfare department about food stamp program and/or commodity foods.	
	Discuss points of food stamp plan or commodity food program and its use.	Food For Us All, "School Lunch to Food Stamp," U.S. Department of Agriculture. Contours of Change, "Food For All in Need Gets Top Priority," U.S. Department of Agriculture.

COMPREHENSIVE II - I. Influence of family food patterns and customs upon food choices

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	OR	
	View filmstrip on use of commodity foods in low-cost family meals.	Filmstrip - "Food Value Stretchers," U.S. Department of Agriculture, or "Main Dishes in Family Meals," U.S. Department of Agriculture.
	Devise ways for a person "eating out" to get well-balanced menus after reading references.	Harris and Withers, Your Foods Book Ch. 11. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 13. Cote, People, Food and Science, Ch. 22.
	Study agricultural methods, food customs and taboos, and food availability of a country known for its dietary deficiencies. Use maps, charts, pictures, and typical foods to illustrate these customs.	
The food practices of a cultural group are an integral part of its life, a carrier of its tradition and a part of its cultural expressions.	Divide into three working groups for research work. Each group chooses one of the following topics: 1. Psychology of eating 2. Past records of man's attitude toward food 3. Social factors that influence the choice of food	Harris and Withers, Your Foods Book, Ch. 15, 16. Croxton and Atwood, Foods in Homemaking, Ch. 1. Carson and Ramee, How You Plan and Prepare Meals, Ch. 5. Barclay and Champion, Teen Guide to Homemaking, Ch. 14.
Certain religious, racial, regional, and cultural groups have food patterns which are passed on from generation to generation.	Explain ways that cooking, recipes, and family food customs of many people from different cultural backgrounds have created American cookery.	
	Display cookbooks of various cultures such as Creole Cookery, Foods from Old England, Southern Cookbook, Foreign Foods.	Woman's Day Encyclopedia of Cookery, Vol. 1-12.

Family tradition often relates particular food to celebrated events.	Use tape recorder; complete sentence "Foods that seem to go with....." –Christmas –Birthday party –Picnic –Pay day –Ballgame –Illness, Etc. Identify responses and consider how differences in family food customs affected their responses.	
	Study one's own food habits and decide what governs choice of foods. Consider the following: regional food habits, national traditions, seasonal influence, religious influences. Identify reasons for negative attitudes toward food.	Food For Us All, "A Score Card on How We Americans Are Eating," U.S. Department of Agriculture. "The Abbott Vitamin Characters," Abbott Laboratories.
	Panel discussion on influence of religions on foods. Write a summary of the panel discussion.	Food For Us All, "Creating Good Food Habits – Start Young – Never Quit," U. S. Department of Agriculture.
	OR Invite a Rabbi or Clergyman to speak to class on food practices of his religion.	
	OR Study food habits and customs of some other countries. Consider their climate, altitude, nearness to a large body of water, and general occupation. Present the results to class.	
	Discuss similarities and differences of food practices, such as kinds of foods served number of meals per day, methods of cooking, ways of serving, and table etiquette.	
	Group work: Look up authentic menus of different nationalities, races, or cultures. Select a week's menu for family of four utilizing foods from other cultures.	Cote, People, Food and Science, Ch. 26-33. Consult cookbooks, such as Complete Round the World Cookbook by Waldo.
	Discuss changes in American dietary habits in recent years. Examples: –less potatoes in dishes –more snack foods –less cholesterol –"calorie conscious" –health foods	

COMPREHENSIVE II, - I. Influence of family food patterns and customs upon food choices

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
When a person understnads the food practices of an individual or a family, he has a more complete understanding of the individual's culture.	Summarize how the study has given a better understanding of the influences of family customs on food choices.	

COMPREHENSIVE II

MAJOR CONCEPT FOR UNIT: II. Relationship of nutritional facts to meal planning and meeting changing food needs of family members

SUPPORTING CONCEPTS: A. Factors to consider when planning menus
B. Special diets requiring variations in menu patterns

BEHAVIORAL OBJECTIVE FOR UNIT: Understand the relationship of nutrition to meal planning and meeting changing food needs of family members

SPECIFIC PERFORMANCE OUTCOMES:
The student will -generalize concerning family life cycle and food learnings.
-give examples of nutritionally adequate meals for various members of the family.
-select menus to fit changing individual dietary needs as well as the nutritional needs of the family.

GENERALIZATION: Family meals can be adapted to provide dietary needs of each family member through each stage of the life cycle.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Special consideration must be given in order to provide food for the family at each stage of the family life cycle.	Develop bulletin board: Illustrate families at different stages of the life cycle engaged in activities involving food. Identify various needs. Examples: a young couple, young mother with baby, family with children of pre-school age, family with teen-agers and elderly persons.	
	OR	
When a guide such as the Basic Four is used as a practical tool in meal management, the probability of having nutritionally adequate meals is increased.	Read for background information on planning meals to meet family needs.	Cronan and Atwood, Foods in Homemaking, Ch. 10. Cote, People, Food and Science, Ch. 21. Food For Us All, "A Food Guide for the Ages, From Baby to Gramps," U.S. Department of Agriculture.
The flow of the family life cycle usually follows this sequence: —the establishment stage begins with a couple at marriage.	Use information gained to select meals for three days for one of the stages in the life cycle of the family. (Check against the recommended daily allowance for members of the group.)	Shank, Fitch, Chapman and Sickler, Guide to Modern Meals, Ch. 2.

Comprehensive II - II. Relationship of nutritional facts to meal planning and meeting changing food needs of family members

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
–the expanding family, childbearing stage begins with expectation of the first child. – the expanding family, childbearing stage includes the period when there are preschool, school-age, and teen-age children in the family. –the contracting family stage begins at the time the first child leaves the family.		Harris and Withers, Your Foods Book, Ch. 4. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14.
	Share menu plans. Identify differences in menu plans for different stages of the life cycle of the family.	McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 9. Food for the Family With Young Children, Food for the Young Couple, Food Guide for Older Folks, Family Fare, U.S. Department of Agriculture. Filmstrip: "Feeding Your Young Children," National Dairy Council. Shank, Fitch, Chapman and Sickler, Guide to Modern Meals, Ch. 2.
	Identify reasons for protecting health with nutritionally adequate meals in each of the stages of the family.	
If developmental tasks in relation to food are successfully completed at each stage, the social, psychological and physical needs are facilitated.	(AT) –Syposium: The role of food in the physical development, social development, and psychological development at each of the stages of the family.	

A basic food plan can provide the nutritional requirements of each individual.	Question–answer discussion on varying nutritional needs and what makes them vary. Examples: –Why do elderly people eat less? –Why do girls need more iron?	
	Review Recommended Daily Allowance and review energy requirements for individuals.	Cote, People, Food and Science, Ch. 7. White, You and Your Food, Ch. 7.
	Identify the essential factors in meal planning in relation to good nutrition and appetite appeal. (See Comprehensive I.)	Cronan and Atwood, Foods in Homemaking, Ch. 10. Filmstrip – "Food Planning," Modern Consumer Education Kit, Grolier Education Corporation (D).
The amount of nutrients needed by families varies and is related to processes influenced by heredity, age, size, sex, activity, climate, and physical and emotional state.	(AT) –Figure total calorie needs for a specified family. Figure varying allowances and amounts of substances required for each member. OR	
	(AT) –Describe a family and select menus for three days for that family of four that would meet basic needs of each individual member. Check for protein and Vitamins A and C. OR Group project: Select menus to meet the Recommended Daily Allowance for various groups: babies, grade-school children, teen-age girls, athletes, pregnant women, adults.	Cronan and Atwood, Foods in Homemaking, Ch. 10.
	Read case study: "To Diet or Not to Diet" "Last Lady" "Fact or Fad" Identify values placed on food by each family member, such as health, social acceptance, etc.	Bell and Fallon, Consumer and Homemaking Education. Source Book on Food Practice, National Dairy Council.

Comprehensive II - II. Relationship of nutritional facts to meal planning and meeting changing food needs of family members

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Many nutritional needs of individuals with health problems are the same as those in normal health.	Collect and arrange a display of special dietary foods.	Government bulletins such as Food and Your Weight, U.S. Department of Agriculture.
	Research reference material and give oral report on the nutritional needs of family members with special health problems. Examples: ulcer, heart condition, diabetes, high blood pressure, weight control.	The Weight Lifter – A Gaining Diet, U.S. Department of Agriculture. Figure-Wise Facts, Cereal Institute. Your Heart Has Nine Lives, Benjamin Company, Inc. Baking for People with Food Allergies, U.S. Department of Agriculture. Planning Controlled-Fat Meals, Benjamin Company, Inc. Planning Controlled-Fat Meals for Diabetics, Benjamin Company, Inc.
With careful planning, a special type of diet can be incorporated into the family menu.	Use information obtained from project and select a dinner menu to fit dietary needs of an individual health problem and adapt the family dinner menu to it. OR View filmstrip to discover why people get fat, why people want to reduce, and what helps most. Group work: Prepare various foods lacking in certain ingredients such as salt, sugar, or eggs. Experiment adding ingredients to make product "tasty" to other members. Arrange field trip to a hospital to observe preparation of foods for special diets. OR Invite resource person to explain how special dietary needs can be met.	Filmstrip – "Weight Control," U.S. Department of Agriculture. Dietitian, Dietary Aide

Discuss soft, light and liquid diet. Use a good general menu and convert it to a light, soft and liquid diet. Consider the individual dietary needs, the Basic Four and all that constitutes and attractive, well-planned set of menus.

(EE) –Select a meal for a person with special dietary needs. Check menu for nutritive value, attractiveness and palatability. Prepare and serve meal.

Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 1.

Food For Us All, "Overweight and What It Takes to Stay Slim," U.S. Department of Agriculture.

McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 9.

Cronan and [illegible]ood, Foods in Homemaking, Ch. [illegible]

COMPREHENSIVE II

MAJOR CONCEPT FOR UNIT: III. Relationships of food pattern to family food budget

SUPPORTING CONCEPTS:
A. Relationship of food dollar to total budget
B. Factors affecting cost level of meals

BEHAVIORAL OBJECTIVE FOR UNIT: Identify the relationship of food patterns and habits to family food budget.

SPECIFIC PERFORMANCE OUTCOMES:
The student will -list factors affecting the amount a family spends for food.
-illustrate the relationship of the food dollar to total budget by planning meals based on family income.
-identify family values expressed through use of the food dollar.

GENERALIZATION: When knowledge and discrimination are used in the selection of food, family goals may be met within the limitation of the food budget.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The amount of money needed to buy food for the family may be influenced by location of home, number in the family and their ages and sex, and the kind of activities in which they are engaged.	Divide into groups of six. Discuss or role-play factors that influence food buying patterns in each of these groups: Career girl living alone Young married couple Couple on limited budget A large family A working mother A new baby with no help at home (Some of these might specify city or rural area.)	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 5. Cote, People, Food and Science, Ch. 23. Best Food Buys, (D), Modern Consumer Education Kit, Grolier Education Corporation.
Family food costs will vary with the size and composition of the family, the value they place on food, and the resources available.	OR Independent study: Work out menus for 2 - 3 days that will fit income level of a hypothetical family. Give age of each, hobby interest, income level, and occupation of each. Identify values and goals important to each family.	Family Meals On a Budget, Extension Service, College of Agriculture, University of Wisconsin. Family Food Buying, U.S. Department of Agriculture. Serving Cost of Selected Fresh Fruits and Vegetables, United Fresh Fruit and Vegetable Association.

	OR	
Each family has its own method for spending the food dollar.	Case study: "Diagnosis of Details," "Cutting Cost." Identify the relationship of family food pattern to amount of money spent for food. How does this compare with total income of family?	Bell and Fallon, Consumer and Homemaking Education.
	OR	
	View filmstrip and tell what factors influence the grocery bill.	Filmstrip – "Revelations of a Register Tape, or the Baffling Case of the Family Grocery Bill," U.S. Department of Agriculture.
	OR	
	Study reference books, government publications, magazine articles to become familiar with food buying principles and practices of families. (Review Concept III, Comprehensive I.)	Food For Us All, "100 Million Times a day, Americans Eat Out," U.S. Department of Agriculture.
The resources available for meeting personal and family food needs include personal capacities, available foods and services, and purchasing power.	Vary a typical menu for low, medium, and high cost. Discuss values of food stamps and/or commodities.	Money-Saving Main Dishes, U.S. Department of Agriculture.
	OR	
	Divide into groups and draw for various income levels. Use one pound ground beef and illustrate how each income level might use it. Examples: meat loaf, sour/sweet appetizers, gourmet spaghetti. Follow with a tasting party.	
	OR	
	Study a variety of menus which are balanced nutritionally but high in cost to see possibilities for substituting less expensive items without affecting the nutritional value.	Restaurant menus.
Planning is essential to fit the family budget to nutritious meals.	Debate: "The cost of food has no relationship to its nutritional value." Draw conclusions.	
	OR	
	View filmstrip and identify guides for the homemaker on how to economize on the family budget while shopping for groceries.	Filmstrip – "Selecting and Buying Food for the Young Family," U.S. Department of Agriculture.

COMPREHENSIVE II

MAJOR CONCEPT FOR UNIT: IV. Consumer food marketing practices

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze major determinants of marketing practices, price and the quality of food in the market.

SPECIFIC PERFORMANCE OUTCOMES:

The student will -identify methods of food production and distribution in relation to consumer buying.
-apply techniques in purchasing food.

GENERALIZATION: Planned food buying implies the consideration of family needs and values, food availability, and price levels.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Consumer choices are a major determinant of marketing practice, price, and the quality of food in the market.	Review principles of buymanship. Observe bulletin board, "Wise Food Buying." (Use owl with grocery cart, see Comprehensive I') Divide into teams to pantomime learning.	
	Read references on shopping for food and discuss information. Examples: –Read paper for specials. –Buy in large sizes. –Buy when on sale. –Buy seasonally.	Carson and Ramee, How to Plan And Prepare Meals, Ch. 11. Harris and Withers, Your Foods Book, Ch. 8. Food For Us All, "Money Stretching Ideas for Making Your Food Dollar Go Further," U.S. Department of Agriculture. Shank, Fitch, and Chapman, Guide to Modern Meals, Ch. 5.
Greater value will be derived from the money spent for food if good buymanship principles are practiced.	OR Collect articles from recent publications that give the consumer information on buying food. Example: "How One Man Tackled His Grocery Bill," Better Homes and Gardens, July, 1970. Share article in class.	Government bulletins. Recent publications: McCalls Redbook Good Housekeeping Better Homes and Gardens Family Circle

	OR View filmstrip and identify points to remember in buying food.	Filmstrip – "Spending Your Food Dollar," Household Finance Corporation, or "Vegetable Treasures," Green Giant Company, or "Buying Food," Aims Instructional Media Services.
	OR View slides on decisions in the marketplace.	Slides – "Decisions," Pennsylvania State University.
The consumer price of food products depends upon the availability of the food, the amount of processing, and the demand of the consumer.	Study costs of certain foods at a variety of stores – home-owned, supermarket, neighborhood, discount, cash-and-carry – to recognize factors which influence the cost. Share findings.	Food For Us All, "Shedding Light on the Prices We Pay For Our Food," U.S. Department of Agriculture. Contours of Change, "A Market Order May Be the Answer" and "Marketing Costs are Double the Farm Value of Food Products," U.S. Department of Agriculture.
The packaging, form, size, and scarcity influence the price of food.	Report on recent research in electronic processing, use of antibiotics, radiation and dehydration by freezing. Discuss findings in relation to cost, variety, quality, and packaging of food. Make a display of food processed in a variety of ways.	Cote, People, Food and Science, Ch. 20, 22. Food For Us All, "Food Processors and Packagers Put a New Cook in Your Kitchen," U.S. Department of Agriculture.
The increase in the number of foods available in the market has contributed to the variety of goods for the consumer.	Work in groups and give illustrated talk on factors affecting the selection of canned, frozen, or fresh fruits and/or vegetables.	How to Buy Fresh Fruit, How to Buy Canned and Frozen Vegetables, How to Buy Fresh Vegetables, and Vegetables in Family Meals, U.S. Department of Agriculture.
Improved transportation increases the food supply and contributes to the availability of many seasonal foods.	OR Discuss how improved packaging has added to the availability of a product. Brainstorm: What is meant by the statement, "You can buy chicken in 31 forms."	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	OR Independent study: Work "Apples to Zucchini" (an individual learning packet designed for learning the many forms of fruits and vegetables and the basis for choosing among them).	Home Economics Learning Packages, American Home Economics Association.
Standards for grading meat and poultry established by the United States Government serve as guides in identifying quality in cuts of meat and poultry.	View filmstrip on buying meat and list kinds of information a person needs to select and store meat wisely. OR (EE) –Determine the cost of different kinds and cuts of meat, fish, poultry. (See appendix for form to duplicate.)	Filmstrip – "How to Buy Meat," Part I, Swift and Company. Appendix U, p.51.
	Read reference for information pertaining to meat selection.	Food For Us All, "All About Meat," U.S. Department of Agriculture. Food For Us All, "Poultry: A Tasty Anytime Delight That's Popular Dozens of Ways," U.S. Department of Agriculture. Medved, The World of Food, Ch. 11. Carson and Ramee, How to Plan and Prepare Meals, Ch. 19. White, You and Your Food, Ch. 21.
		Food For Us All, "All About Meat," U.S. Department of Agriculture. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14. Harris and Withers, Your Foods Book, Ch. 8.
Because meat is the most expensive food purchased, the consumer needs to learn ways to identify and prepare all cuts of meat which are appealing to the family.	OR View slides showing various cuts of meat. Examine slides of meat cuts to identify structural parts and connective tissue. Example: Identify chuck and sirloin by bone shape.	Slides – "How to Buy Beef," U.S. Department of Agriculture.

View filmstrip or read reference related to selecting and handling fresh fruits and vegetables.

Filmstrip – "Maintaining Garden Freshness in Fruits and Vegetables," U.S. Department of Agriculture, or "Protect Frozen Foods from Temperature Damage," U.S. Department of Agriculture.

U.S. Department of Agruculture bulletins.

McDermott, Norris, and Nicholas, Homemaking for Teen–Agers, Book II, Ch. 14.

Harris and Withers, Your Foods Book, Ch. 8.

Cote, People, Food and Science, Ch. 13.

(EE) –Select one menu and prepare three different ways using fresh foods, frozen foods and canned foods. Identify cost and preparation time as well as nutritive values of each form. Summarize findings.

(EE) –Observe in supermarket which fruits and vegetables are most expensive and why. Explain how packaging and storage of fresh fruits and vegetables affect the cost.

(EE) –Select six fresh vegetables or fruits and explain the factors that would influence your decision in buying each.

(AT) –Develop a hidden work square using terms related to buying food for the family.

COMPREHENSIVE II

MAJOR CONCEPT FOR UNIT: V. Planning, preparing, and serving nutritious family meals

SUPPORTING CONCEPTS:
A. Principles in preparation of food
B. Techniques in meal planning

BEHAVIORAL OBJECTIVE FOR UNIT: Apply principles of management to the preparation and service of food for family meals.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
-determine the importance of using scientific principles in the preparation of food.
-apply principles of menu planning.
-comprehend the importance of time and energy in mealtime preparation.
-select appropriate meal service for different occasions.
-apply principles of preparation for different food groups.

GENERALIZATION: Planning, preparing, and serving of nutritious food is essential to the health and well-being of individuals and families.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
When there is an understanding of types of carbohydrate products and of the scientific principles basic to their preparation in food, intelligent and satisfying use may be made of them.	Make a study of products available in the market place in the Bread–Cereal Group. Arrange a variety of breads by common names and have a tasting party. Identify from references information a person needs when making use of bread and cereal foods in the diet. Example: nutrients supplied by this food group.	Dig it All Day, (D), Breads, (D), Cooperative Extension Service, University of Illinois. Material from the American Institute of Baking, 400 East Ontario Street, Chicago, Ill. 60611. Cote, People, Food and Science, Ch. 14. White, You and Your Food, Ch. 17, 18. Harris and Withers, Your Foods Book, Ch. 6. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14.

		Pamphlets from American Bakers Association, 20 North Wacker Drive, Chicago, IL 60606.
	Study label on a cereal product for nutrients. Compare three cereal products for nutrients.	
Scientific principles used in the preparation of foods from grain products are related to the source and processing of the grain.	Mini-lesson: Principles of bread and cereal preparation.	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 24.
	Define: volume, texture, kneading, dough, elasticity, gluten, batter.	Cote, People, Food and Science, Ch. 14.
	Divide into two teams: Identify different types of batters and doughs. One team gives an example of each. The other team identifies the role of specific ingredients and the results when a substance is left out.	Sultan, Elementary Baking, Part II. Figure Wise Facts, Cereal Institute.
There are three types of leavening agents; physical, chemical, and biological.	Identify types of leavening agents.	
A leavening agent is a substance which forms or incorporates bubbles of gas in in a batter or dough, thus making it light and porous.	Review the role of leavening agents and their use in various products. Distinguish the differences among yeast, soda, and baking powder.	Cereals and Pasta in Family Meals, U.S. Department of Agriculture. Our Daily Bread, Standard Brands, Inc. Cote, People, Food and Science, Ch. 14.
Sugar aids in growth of yeast and hastens fermentation.	(AT) –Experiment: Yeast Breads Purpose of experiment: To compare the rate of growth of yeast with and without sugar in the dough.	Appendix V, p. 52.
	View filmstrip on bread preparation. Identify bread products made by the batter, straight-dough, and sponge methods.	Filmstrip – "Betty Crocker's Yeast Bread," General Mills, or "Trick of Yeast Rolls" and "Coffee Cake," North Dakota State Wheat Commission.

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Beating and kneading develop gluten, which is necessary for the framework of bread.	Laboratory experience: Prepare yeast products using principles of preparation. Serve in family setting, using appropriate table service.	
	Explore reference for kinds of pastries, use of pastries, and principles of preparation.	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 27. Cote, People, Food and Science, Ch. 14. White, You and Your Food, Ch. 23. Harris and Withers, Your Foods Book, Ch. 10. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14.
	View filmstrip on the principles of pastry preparation.	Filmstrip – "Easy as Pie," Betty Crocker Filmstrip Library, General Mills.
The factors that affect the texture of pastry products are: –ingredients –proportion of ingredients –kind and amount of leavening agent –the extent of mixing –the method of mixing –the temperature of the ingredients when mixed –baking temperature.	Compare pastry to identify differences in texture, flavor, and appearance of pastry as well as preparation time and cost of "scratch" pastry, prepared pastry stick, frozen crust, Discuss and evaluate. View filmstrip on making cakes. OR Read references on making cakes.	Filmstrip – "Beautiful Cakes," General Mills. McDermott, Norris, and Nicholas, Homemaking for Teen-agers, Book II, Ch. 14. Harris and Withers, Your Foods Book, Ch. 10. White, You and Your Food, Ch. 24.

		Cote, People, Food and Science, Ch. 14.
In each batter and dough product there is an optimum relation between the fat and gluten.	Experiment: Mixing method of baked products. Purpose of experiment: To compare cakes made by conventional muffin method and quick mix. (Wrap and freeze cakes for later use.) Point out advantages of each method of mixing. (See appendix for copy of experiment.)	Appendix W, p. 53.
The potential moisture content of a flour mixture will vary in terms of potential gluten. Fat helps to retain moisture in baked products and to increase tenderness and flavor. Stiffly beaten egg whites form the structure of angel food cakes. Cream of tartar is used to increase the acidity of the mixture and to strengthen the walls of air cells by coagulation of the protein.	View transparencies on cakes to understand the function of ingredients.	Transparencies in "Teaching Aids Kit," Procter and Gamble. McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 20. White, You and Your Food, Ch. 24. Cote, People, Food and Science, Ch. 16. Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 25. Medved, The World of Food, Ch. 21.
	Compare a "homemade" angel food cake with one made from a packaged mix for size, texture, tenderness and appearance of batter. Use cake evaluation chart to evaluate "homemade" and packaged mix cakes.	"Teaching Aids Kit," Procter and Gamble.
Sugar is found in many forms: granulated, powdered, light brown, and dark brown.	View filmstrip on sugar cookery. Discuss points to remember in sugar cookery.	Filmstrip - "Flair With Frosting and Dessert," General Mills.
The greater the concentration of a syrup the higher the boiling point.	Read references and identify information on the thermometer and other tests to determine the cooking time of sugar solutions.	Medved, The World of Food, Ch. 21. Cote, People, Food and Science, Ch. 15. Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 33. White, You and Your Food, Ch. 24. Sultan, Elementary Baking, Unit 16.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Define: crystallization, amorphous, hydrolysis, brittle, saturated, invert sugar.	
	Discuss differences in sugars and their use.	
The temperature of a cooked sugar solution at the time of beating is an important factor in controlling the size of crystals.	(AT) –Experiment: Sugar Cookery Purpose of experiment: To illustrate the effect of heat on dry sugar. (See appendix for copy of experiment.)	Appendix X, p. 55.
Soda added to caramelized sugar produces a mixture which is lighter in color, milder in flavor, and more porous in texture.	Read about sugars and sugar solutions.	Cote, People, Food and Science, Ch. 15. White, You and Your Food, Ch. 24.
	OR	
	(AT) –Experiment: Solubility of sugar Purpose of experiment: To determine the effect of temperature on the solubility of sugar. (See appendix for copy of experiment.)	Appendix Y, p. 56.
The higher the temperature to which a solution is cooked, the greater the amount of hydrolysis.	Analyze reasons for the effect of temperature on solubility of sugar. Summarize the relationship this experiment has on sugar cookery.	
If the mixture is cooled before it is stirred, smaller crystals form.	Demonstration: Making fudge. Examine the texture of fudge.	
	Prepare fudge and boiled frosting, using principles of sugar cookery. Use frosting for cakes that were frozen.	
	Make a collage using pictures to show methods of preparing fruits and vegetables: baking, boiling, cream, steam, raw, cooked in saucepan.	Current magazines.

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	OR View filmstrips on fruits and vegetables in meal preparation.	Filmstrips - "Pictorial Meal Planning with Canned Vegetables" and "Showcase Meals with Canned Fruit," Del Monte Packing Corporation.
	Select a vegetable or fruit and give principle for preparation after reading reference.	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 22.
	Give basic rules for cooking the majority of vegetables.	Vegetables in Family Meals and Fruits in Family Meals, U.S. Department of Agriculture.
Colors in foods are affected by heat, certain chemicals, and light.	Laboratory: Determine the effect of method and time of cooking on color, flavor, and texture of vegetables, comparing, different kinds – fresh, frozen, canned, freeze-dried. (See appendix for vegetable cookery handout sheet.) Identify advantages of cooking vegetables in a pressure saucepan.	Appendix Z, p. 57.
White pigment, if over-cooked, turns a pinkish brown color.		Cote, People, Food and Science, Ch. 13.
Green color pigment reacts to acids and heat, and over-cooking will result in a drab, olive green color.		Harris and Withers, Your Foods Book, Ch. 10. White, You and Your Food, Ch. 12. McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 15. McDermott, Norris, and Nicholas, Homemaking for Teen-agers, Ch. 15.
Pressure cooking helps retain flavor, form, and nutritive value if the recipe and time-table are followed.	Display less familiar vegetables. Examples: artichoke, broccoli, asparagus, squash, egg plant to become familiar with new vegetables. (EE) – Plan family meals and prepare vegetables and fruits properly.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Braising and cooking in liquid are the moist-heat methods of cooking meats.	View films or filmstrips pertaining to meat cookery. Recognize the principles of meat cookery for less tender cuts of meat.	Films - "New Facts About Pork," "Beef for all Occasions," "The New Pork-An Exciting Taste Treat," National Livestock and Meat Board. Filmstrip - "How to Buy, Cook, and Serve Pro-ten Beef," Swift and Company.
	OR Display meat tenderizers.	
	Identify ways of tenderizing meat in relation to principles of meat cookery for less tender cuts of meat.	
	Read references to recognize factors affecting tenderness of meat and ways of preparing and storing.	White, You and Your Food, Ch. 20.
	Define the following terms in relation to meat cookery: roasting, broiling, pan-broiling, deep-fat frying, braising, pot roasting, stewing, soup making.	Medved, The World of Food, Ch. 11. Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 19.
	Field trip: Meat cutting demonstration by local butcher. Recognize location of muscle as guide to tenderness.	Cote, People, Food and Science, Ch. 18.
The tenderness of a cut of meat is dependent upon the muscle location, amount of connective tissue, age of animal, and cooking methods.	Construct a bulletin board featuring beef chart to illustrate location of cuts of meat used in meat cookery. Discuss in class the relationship of the cut of meat and its tenderness to cooking principles.	Beef and Veal in Family Meals, Pork in Family Meals, U.S. Department of Agriculture. Meat Chart, National Livestock and Meat Board.

Longer cooking time at low heat tenderizes the connective tissue, and there is less loss of moisture and fat, resulting in a more juicy meat with better flavor than when cooked at a higher temperature.	Kitchen group: Prepare and serve simple dinners featuring tender and less tender cuts of meat prepared by methods consistent with its cookery principles. Share results. Identify effect of temperature, time in cooking. Compare products.	Handbook of Food Preparation, American Home Economics Association. Appendix AA, p. 58.
There are two kinds of gelatin: –the unflavored, clear gelatin –the prepared gelatin dessert powders with coloring, sugar, and flavoring.	Brainstorm: What comes to mind regarding gelatin?	
If foods are added to gelatin after it begins to set, the food is more evenly distributed throughout.	Demonstrate techniques used when combining gelatin with other foods using fruits. Explain why the gelatin is chilled before the fruit or vegetable is added.	Cote, People, Food and Science, Ch. 15. Shank, Fitch, Chapman, and Sickler Guide to Modern Meals, Ch. 19. Medved, The World of Food, Ch. 24. Harris and Withers, Your Foods Book, Ch. 6.
	OR	
The unflavored gelatin is dissolved in cold water or mixed with sugar before dissolving in hot water, while the flavored gelatin is dissolved in hot water.	(AT) –Experiment: Gelatin Purpose of experiment: To illustrate the effects of acid on gelatin gels.	Appendix BB, p. 59.
	(AT) –Predict what would happen if you as a hostess served a tart gelatin salad on a hot day.	
	Demonstrate method for unmolding a gelatin dish.	Medved, The World of Food, Ch. 24.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Prepare different varieties of gelatin dishes. Examples: Vegetable gelatin Bavarian Cream Orange Whip Tuna Mold Serve gelatin dishes as main course, appetizer, dessert, salad, using appropriate table setting and social graces. Suggestion: Buffett. Identify how and why do the proportions of gelatin to liquid differ for the different gelatin dishes. Examine gelatin products made in class to identify relationship of preparation procedures to end-product. (DR) –Interest approach: Panel of business girls, working mothers and newly-weds: "My problems in managing time with meals." (Make a tape recording for later use.)	
The amount of time needed to prepare a certain food for serving depends on how much work has been done during processing and the complexity of the recipe.	Read about time and energy management and time-saving equipment. Examples: –Blender –Broiler meals –Oven meals OR View filmstrip on use of small electrical equipment and convenience food to save time and energy. (DR) –Select one-dish meal with accompaniments to be prepared, served, and cleaned up in 55–minute class period, using processed food and blue plate service. Students plan "A 30–Minute Meal." OR (EE) –Prepare "emergency shelf meal" for the family.	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 4. Current magazines. Filmstrip - "Convenience Cookery with Portable Electrical Appliances," Evaporated Milk Association. Bulletins such as Oven Meals from University of Kentucky.

OR

(EE) –Select two menus for dinner at home and include in them the same kinds of food. In Menu I, plan to prepare all foods from "scratch." In Menu II, use foods partly or fully prepared – frozen, canned, or a packaged mix.

Keep record of the time it takes to prepare each meal as well as clean-up time.
Determine cost of each meal and analyze for quality. Differentiate between the two meals in regard to time, cost, effort, and quality.

Make a clipping file on "Time and Energy Savers With Food." Appendix CC, p. 60.
Problem solving: "Ready Made Dishes." (See appendix for copy of worksheet to duplicate.)

OR

Demonstrate the use of small electrical appliances, such as mixer, fry pan, blender. Point out labor-saving and time-saving features. Plan and prepare a simple meal, using only small appliances.

Point out function of small equipment and appliances in meal management.

View film illustrating the use of time-saving equipment in meal preparation. Film - "Secrets of a Happy Hostess," Home Service Department, Maytag Company.
Analyze "Why labor-saving device(s) might have been chosen, or which one(s) might be used to save time and energy?"
Analyze reasons for a homemaker feeling hurried or dissatisfied from preparing food in a hurry.

(AT) –Divide into groups and write a play "S.O.S. for Mrs. In-a-hurry."

Variety in each meal can be obtained by using different menu patterns, types of food, methods of preparation, and ways of serving.

Define terms: appetite, garnish, appeal, aesthetic, eye appeal, aesthetic appreciation, and other new terms.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Meals are more enjoyable when there is eye appeal.	Observe pictures of food served in meals and describe by using new terms as above. OR Role-play common reactions to sitting down to various attractive and unattractive meal situations. OR Search resource materials for hints on serving foods attractively.	Shank, Fitch, Chapman, and Sickler, Guide to Modern Meals, Ch. 3. Cote, People, Food and Science, Ch. 21. White, You and Your Food, Ch. 25. Medved, The World of Food, Ch. 25.
The aesthetic values of individuals may be expressed through preparation and service of food.	OR (AT) –Write a short paper describing reaction to a meal that was colorful, with good aroma, tasty, and any other qualities and service that made it a pleasant meal. Analyze.	
Sensory reactions to food may modify appetite.	Analyze the statement, "It looks delicious." Discuss experiences when a food that "looked terrible tasted good." Summarize the importance of sensory qualities of food. (EE) –Add extra touches to a family meal through use of a different method of service, original table decorations, or garnishes to dress up common foods.	
The table setting can enhance the meal and the aesthetic appearance of food.	Review previously learned types of meal service. (Teacher supplement information as needed from Comprehensive I and 8th Grade Units.)	

	Read references on table service and appointments.	Cote, People, Food and Science, Ch. 25. Harris and Withers, Your Foods Book, Ch. 7. Medved, The World of Food, Ch. 26. White, You and Your Food, Ch. 25. McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Ch. 14.
	Choose table appointments appropriate for the following: –Formal family meal –Family snacks –Informal family meal –Family picnics Arrange each for an individual cover.	
The style of food service can affect dining and appreciation of food.	Select a dinner menu. Each kitchen unit will serve basically the same food, but adjust it to fit a different style of service. Discuss learnings in class following the experience. (FHA) –Dine at a restaurant featuring a special service.	

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COMPREHENSIVE II

MAJOR CONCEPT FOR UNIT: VI. Job entry opportunities in food

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize job entry opportunities in food.

SPECIFIC PERFORMANCE OUTCOME:
The student will identify job opportunities in the area of food service.

GENERALIZATION: Many careers and job opportunities are available to those who have the interest and training in the area of foods.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Many careers and job opportunities are available to those who have the necessary interest and training in the area of foods.	View film on career opportunities offered in food distribution. OR Brainstorm for ideas for job opportunities in foods. OR Develop bulletin board, "A Look Forward," by classifying job opportunities in foods. Examples: restaurant, hotel, motel, hospital or nursing home, bakery, drugstore, grocery store.	Film - "Jackson's Tree," Modern Talking Pictures. Consult Cronan and Atwood, First Foods, Ch. 15.
The food industry offers a variety of jobs for men and women which require different skills and training.	Locate articles and books dealing with food service opportunities. Make an interest corner, using magazine articles and books on careers in foods. Report in class regarding variety of food occupations learned from reading. Identify those in local situations.	Spencer, Exciting Careers in Home Economics. Careers With Foods, American Dietetics Association Leaflets. Career references available from Instructional Materials, University of Kentucky. Example: Judy, the Waitress. Medved, The World of Food, Ch. 28. Cronan and Atwood, First Foods, Ch. 15. Harris and Withers, Your Foods Book, Ch. 17.

	McDermott, Norris, and Nicholas, Homemaking for Teen-Agers, Ch. 15.
List values of experience in the food industry to many people. Example: working to get through school.	
Resource person to speak to class on "Careers in Food Service." Follow by a question-answer session.	Food Service Manager of a restaurant or student working at a restaurant.
OR	
Interview a person in food service, such as a chef, to find out training and responsibilities for his job.	Chef, dietary aide.
(SL) –Make a collage, using advertisements in newspapers, magazines, etc., for job opportunities in food.	
OR	
Symposium or role-play on various individuals that contribute to our society through the service of food.	
(EE) –Survey community for summer jobs available in food service and share with class.	Consult Better Business Bureau or Chamber of Commerce.

RESOURCES

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